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By- Wakefield, Howard E.

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ED 024257

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EDUCATIONAL SPECIFICATIONS

An Annotated Reference List

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OFFICE OF EDUCATION

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EDUCATIONAL SPECIFICATIONS

An Annotated Reference List

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Director

ERIC Clearinghouse on Educational Facilities

The University of Wisconsin

Madison

November, 1968

FOREWORD

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Many of the documents reported in RIE are available from the ERIC Document Reproduction Service. This service is currently provided by the National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014. Individual documents may be obtained on microfiche at 25¢ for each 60 pages or fewer. Facsimile documents are available at 4¢ per page. Standing orders of all documents related to certain topics are available at 8.4 cents per fiche.

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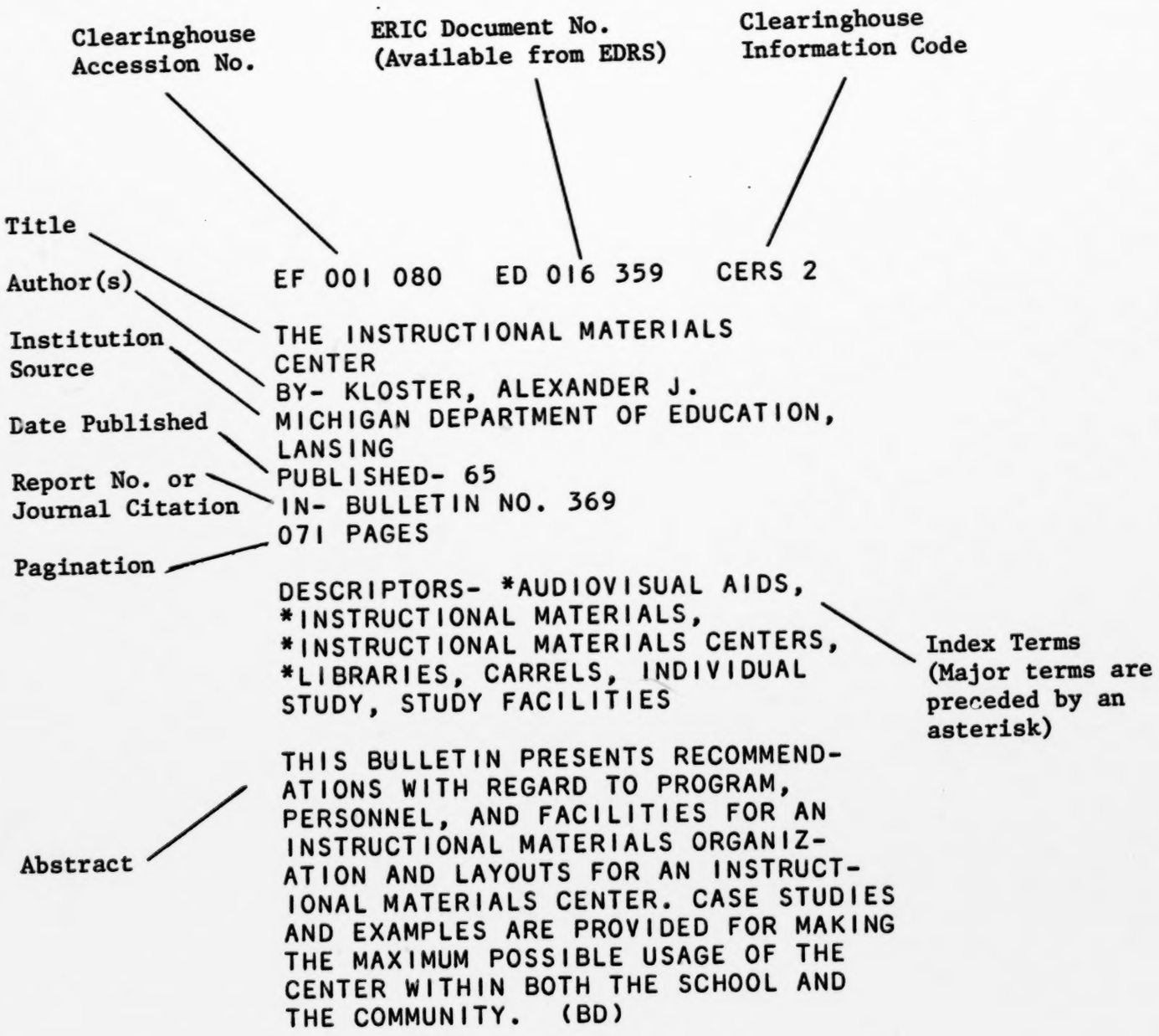
ERIC/CEF invites you to submit documents which are related to the activities decribed in the first paragraph above.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ED 016 359
CERS 2
THE INSTRUCTIONAL MATERIALS CENTER
BY- KLOSTER, ALEXANDER J.
MICHIGAN DEPARTMENT OF EDUCATION, LANSING
PUBLISHED- 65
IN- BULLETIN NO. 369
071 PAGES
DESCRIPTORS- *AUDIOVISUAL AIDS, *INSTRUCTIONAL MATERIALS, *INSTRUCTIONAL MATERIALS CENTERS, *LIBRARIES, CARRELS, INDIVIDUAL STUDY, STUDY FACILITIES
Index Terms (Major terms are preceded by an asterisk)
Abstract
THIS BULLETIN PRESENTS RECOMMENDATIONS WITH REGARD TO PROGRAM, PERSONNEL, AND FACILITIES FOR AN INSTRUCTIONAL MATERIALS ORGANIZATION AND LAYOUTS FOR AN INSTRUCTIONAL MATERIALS CENTER. CASE STUDIES AND EXAMPLES ARE PROVIDED FOR MAKING THE MAXIMUM POSSIBLE USAGE OF THE CENTER WITHIN BOTH THE SCHOOL AND THE COMMUNITY. (BD)

ANNOTATED REFERENCES

ERIC/CEF DOCUMENT NO. EF000015 ED 013 526 DISPOSITION-UFRC 1

PHYSICAL FACILITIES FOR HIGHER EDUCATION IN OKLAHOMA

BY- WALKER, CHARLES R. AND COFFELT, JOHN J.
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION, OKLAHOMA CITY

PUBLISHED- 64
IN- SELF-STUDY OF HIGHER EDUCATION IN OKLAHOMA - REPORT 5

139 PAGES

DESCRIPTORS- *COLLEGE PLANNING, *EDUCATIONAL NEEDS, *FACILITIES INVENTORY, *FACILITIES UTILIZATION, *FACILITIES GUIDELINES, COLLEGE BUILDINGS, EDUCATIONAL FACILITIES, EDUCATIONAL SPECIFICATIONS, STATE AID

THE REPORT IS A SELF-STUDY OF THE PHYSICAL FACILITIES OF 21 INSTITUTIONS OF HIGHER EDUCATION IN OKLAHOMA. IT INVOLVED THE STUDY OF SUCH TOPICS AS--(1) THE INVENTORY AND EVALUATION OF EXISTING LAND AND BUILDINGS ACCORDING TO CURRENT AND REPLACEMENT VALUE, AGE, QUALITY AND FUTURE USE, (2) THE INVENTORY OF ASSIGNABLE SPACE BY SQUARE FOOTAGE, DISTRIBUTION AND NUMBER OF ROOMS WITHIN ROOM TYPE AND FUNCTION, (3) THE UTILIZATION OF CLASSROOMS AND LABORATORIES BY DAY OF WEEK, HOUR OF DAY, ROOM CAPACITY AND ASSIGNMENT, AND (4) THE PROJECTION OF SPACE NEEDS AND ESTIMATED PHYSICAL PLANT COSTS. DATA WERE COLLECTED BY THE PARTICIPATING INSTITUTIONS AND EVALUATIONS WERE MADE BY A VISITATION TEAM OF RESEARCH STAFF. FORMS USED IN THE STUDY ARE INCLUDED. A NUMBER OF SPECIFIC RECOMMENDATIONS WERE PRESENTED, THE THRUST OF WHICH WAS THAT THE STATE OFFICIALS AND COLLEGE OFFICIALS SHOULD COOPERATE IN THE MAINTENANCE AND IMPROVEMENT OF PRESENT FACILITIES AND LONG-RANGE PLANNING OF NEEDED EDUCATIONAL FACILITIES. (HH)

ERIC/CEF DOCUMENT NO. EF000028 DISPOSITION-UFRC 2

PHYSICAL PLANT INVENTORY AND UTILIZATION STUDY

EASTERN WASHINGTON STATE COLLEGE, CHENEY

PUBLISHED- 63

C79 PAGES

DESCRIPTORS- *SPACE CLASSIFICATION, *COLLEGE PLANNING, *FACILITIES INVENTORY, *STUDENT ENROLLMENT, *SPACE UTILIZATION, CLASSROOM SPACE, EDUCATIONAL SPECIFICATIONS, INSTRUCTIONAL ROOM, SPATIAL RELATIONSHIP

THE PURPOSE OF THE REPORT IS TO INCREASE THE EFFICIENCY OF USE OF EXISTING SPACE AND MAKE ROOM FOR MORE STUDENTS AT EASTERN WASHINGTON STATE COLLEGE. THE METHOD AND NORMS USED IS THAT OUTLINED BY THE RUSSELL-DOI AND EFL STUDY OF 60 COLLEGES. RECOMMENDATIONS INCLUDE SUGGESTIONS AS TO REVISION AND TO UPDATING OF THE TIME SCHEDULE AND CURRICULUM. (HH)

ERIC/CEF DOCUMENT NO. EF000038 ED 013 529 DISPOSITION-EDC- 1

PROGRAM OF EDUCATIONAL REQUIREMENTS FOR EXPERIMENTAL LEARNING CENTERS IN STATE COLLEGES IN PENNSYLVANIA

EDUCATIONAL RESEARCH SERVICES, INC., WHITE PLAINS, N. Y.

PUBLISHED- 62

098 PAGES

DESCRIPTORS- *DEMONSTRATION CENTER, *EDUCATIONAL SPECIFICATIONS, *ENVIRONMENTAL INFLUENCES, *EXPERIMENTAL SCHOOLS, *RESEARCH AND DEVELOPMENT CENTERS, UDIO VIDEO LABORATORIES, CLASSROOM ARRANGEMENT, CLASSROOM RESEARCH, EDUCATIONAL COMPLEXES, EDUCATIONAL TELEVISION, EDUCATION SERVICE CENTERS, LEARNING LABORATORIES, PLANNING, SCHOOL ARCHITECTURE, SCHOOL SPACE, TEACHING TECHNIQUES, TRAINING LABORATORIES

THE REPORT COMMUNICATES TO ARCHITECTS THE DIFFERENCES BETWEEN THE FUNCTIONS CONTEMPLATED IN EXPERIMENTAL LEARNING CENTERS AND THE ACTIVITIES CONVENTIONALLY ASSUMED TO TAKE PLACE IN TYPICAL SCHOOLS AND PARTICULARLY CAMPUS LABORATORY SCHOOLS. THE NEW CONCEPT OF EXPERIMENTAL LEARNING CENTERS REQUIRES ORIGINAL AND CREATIVE ARCHITECTURAL PLANNING. THE FUNCTIONS OF THE CENTERS ARE FOR--(1) RESEARCH AND EXPERIMENTATION, (2) DEVELOPMENT AND DEMONSTRATION, (3) PROVIDING SERVICES TO SCHOOL SYSTEMS AND (4) TRAINING TEACHERS. THOUGH THE PRIMARY FUNCTION IS RESEARCH AND EXPERIMENTATION, THE SUBSTANCE OF THE ACTIVITY IN THESE CENTERS WILL BE THE DEVELOPMENT OF GOOD EDUCATION. GOOD EDUCATION REQUIRES ATTENTION TO SOME OF THE SPECIAL ENVIRONMENTAL CONDITIONS ESSENTIAL TO EFFECTIVE LEARNING. THE REPORT GOES ON TO DESCRIBE THE EXPERIMENTAL LEARNING CENTERS IN TERMS OF--(1) THE CONCEPT OF SPACE ORGANIZATION, (2) THE SCHOOL CHILDREN'S COMPONENT, (3) THE COLLEGE COMPONENT, (4) EDUCATIONAL TELEVISION FACILITIES, (5) THE STATISTICAL LABORATORY, (6) SPACE REQUIREMENTS AND (7) A CHECKLIST OF SPECIAL FEATURES. THE APPENDIX INCLUDES THE FOLLOWING SECTIONS--(1) BASIC QUESTIONS TO BE ANSWERED IN DETERMINING FACILITIES FOR STATE COLLEGE EXPERIMENTAL CENTERS IN PENNSYLVANIA, (2) SOME EDUCATIONAL IMPERATIVES AND THEIR IMPLICATIONS FOR ELEMENTARY SCHOOL FACILITIES, (3) LABORATORY SCHOOLS IN PERSPECTIVE, (4) TRENDS IN FACILITIES FOR ELEMENTARY EDUCATION AND (5) LARGE-GROUP INSTRUCTION SPACES. (RK)

ERIC/CEF DOCUMENT NO. EF000039 ED 018 921 DISPOSITION-CERS 1

PLANNING THE SECONDARY SCHOOL PLANT (SCHOOL PLANT PLANNING SERIES)

UTAH STATE BOARD OF EDUCATION, SALT LAKE CITY, DIVISION OF RESEARCH AND PLANNING

PUBLISHED- 66

098 PAGES

DESCRIPTORS- *BUILDING DESIGN, *EDUCATIONAL PLANNING, *EDUCATIONAL SPECIFICATIONS, *SCHOOL PLANNING, SCHOOL DESIGN, SECONDARY SCHOOLS

ONE OF A SERIES OF NINE SCHOOL PLANT PLANNING GUIDES, THIS REPORT OUTLINES SPECIFIC AS WELL AS GENERAL PLANNING PRINCIPLES. A PHILOSOPHICAL BASIS OF PLANNING IS RELATED TO THE EDUCATIONAL NEEDS OF THE SECONDARY SCHOOL STUDENT. PLANNING PROCEDURES INCLUDE LONG RANGE PLANNING AND STEPS FOR OVERALL PLANNING. INCLUDED IN THE STEPS ARE PREPARING EDUCATIONAL SPECIFICATIONS, SELECTING A SITE, DEVELOPING PRELIMINARY AND FINAL PLANS, AND APPROVING FINAL DOCUMENTS. SPACE AND SPACE ORGANIZATION PROBLEMS INVOLVE SIZE, KIND, RELATIONSHIP, FLEXIBILITY, AND SAFETY OF PLANT AND SITE AREAS. SOME SPECIAL PROBLEMS CONSIDERED ARE THERMAL, VISUAL, AND AUDITORY ENVIRONMENTS, PLUMBING FACILITIES, MAINTENANCE, AND DECORATION. KINDS OF SPACES AND THE SPECIAL REQUIREMENTS OF EACH KIND RECEIVE MUCH INDIVIDUAL ATTENTION IN THE FINAL CHAPTER. A BIBLIOGRAPHY OF RELATED MATERIALS IS INCLUDED AT THE END OF THE REPORT. (RH)

ERIC/CEF DOCUMENT NO. EF000040 ED 018 922 DISPOSITION-CERS 1

PLANNING THE ELEMENTARY SCHOOL PLANT (SCHOOL PLANT PLANNING SERIES)

UTAH STATE BOARD OF EDUCATION, SALT LAKE CITY

PUBLISHED- 66

104 PAGES

DESCRIPTORS- *ELEMENTARY SCHOOLS, *PLANNING, *SCHOOL BUILDINGS, *SCHOOL CONSTRUCTION, *SCHOOL DESIGN, BUILDING DESIGN, CONSTRUCTION NEEDS, EDUCATIONAL EQUIPMENT, EDUCATIONAL SPECIFICATIONS, SCHOOL DESIGN, SCHOOL PLANNING, SCHOOL SIZE, SCHOOL SPACE

CAREFUL PLANNING FOR THE ELEMENTARY SCHOOL MAXIMIZES THE USE OF SPACE TO PROVIDE CHILDREN WITH FREQUENT CHANGES IN ACTIVITY AND A WIDE VARIETY OF EXPERIENCES. IN THE PLANNING PROCESS, SPECIAL CONSIDERATION IS GIVEN TO LONG RANGE DEVELOPMENT THUS PREVENTING OVERBUILDING AND UNDERBUILDING. THE PLANT SHOULD FIT, THROUGH INCREASING UTILITY BY FLEXIBILITY OF DESIGN, BOTH THE PRESENT AND FUTURE NEEDS OF THE EDUCATIONAL PROGRAM. THESE GENERAL FACTORS ARE CONTROLLED BY A JUDICIOUS ASSESSMENT OF THE FOLLOWING--(1) A FORECAST OF DISTRICT-WIDE SCHOOL POPULATION, (2) APPRAISAL OF EXISTING SCHOOL PLANTS, (3) FORMULATION OF A MASTER LONG-RANGE PROGRAM, (4) FORMULATION OF EDUCATIONAL SPECIFICATIONS, (5) SELECTION OF AN ARCHITECT, (6) SELECTION OF A SITE, (7) DEVELOPMENT OF PRELIMINARY PLANS, (8) APPROVAL OF FINAL PLANS AND SPECIFICATIONS, AND WHERE APPLICABLE, (9) COORDINATION OF THE PLAN WITH THE STATE DEPARTMENT OF PUBLIC INSTRUCTION. COMPLEMENTING THE GENERAL PLAN ARE SUCH SPECIFIC FACTORS AS CLASSROOMS, SAFETY, OPERATION AND MAINTENANCE, STORAGE FACILITIES FOR BOTH INSTRUCTIONAL AND NON-INSTRUCTIONAL MATERIALS PER CAPITA, SANITARY AND PLUMBING FACILITIES, SPECIAL AREAS--MUSIC ROOMS, AND AUDITORIUMS, FOOD SERVICE, OFFICE SPACE AND OTHER AREAS NEEDED TO CARRY OUT THE SCHOOL PROGRAM. (GM)

ERIC/CEF DOCUMENT NO. EF000041 DISPOSITION-CERS 2

PLANNING A SCHOOL PLANT - THE EDUCATIONAL SPECIFICATIONS (SCHOOL PLANT PLANNING SERIES)

UTAH STATE BOARD OF EDUCATION, SALT LAKE CITY

PUBLISHED- 65

016 PAGES

DESCRIPTORS- *SCHOOL PLANNING, *EDUCATIONAL SPECIFICATION, *EDUCATIONAL PLANNING, *EDUCATIONAL NEEDS, SCHOOL BUILDINGS, FACILITIES, PLANNING

TRANSLATION OF EDUCATIONAL NEEDS INTO WRITTEN FORM BY THE EDUCATOR ENABLES THE ARCHITECT TO VIEW HIS PROBLEMS MORE OBJECTIVELY. EDUCATIONAL REQUIREMENTS MUST BE STATED IN TERMS OF EXPECTED VALUES. GENERAL INFORMATION SUCH AS SCHOOL NAME, KIND AND PURPOSE OF PROJECT, TIME SCHEDULE, SITE AND ENROLLMENT FACTORS, AND COMFORT PROVISIONS SHOULD BE CLEARLY DEFINED. ALSO, SPACE DESCRIPTIONS SHOULD INDICATE TYPE OF ACTIVITY, EQUIPMENT, AND GROUP SIZES TO BE SERVED. SPACE RELATIONSHIPS MUST BE CONSIDERED IN TERMS OF NOISE, TRAFFIC FLOW, AND SERVICE. EFFECTIVE PLANNING TAKES ECONOMY INTO CONSIDERATION. TO ACCOMPLISH ALL OF THESE DESIRABLE FACETS, A PLANNING TEAM UNDER THE AUTHORITY OF THE BOARD OF EDUCATION SHOULD BE ESTABLISHED. ADMINISTRATIVE, SUPERVISORY, AND INSTRUCTIONAL STAFF REPRESENTATION IS DESIRABLE. PROFESSIONAL CONSULTANTS SHOULD BE USED FREELY. THE APPROACH SUGGESTED TO ASSURE COMPLETENESS OF COVERAGE IN THE EDUCATIONAL SPECIFICATIONS IS THAT OF PROBLEM SOLVING. THIS PERMITS A SYSTEMATIC ATTACK. IN ORDER TO ASSURE THOROUGH CONSIDERATION OF ALL ASPECTS OF THE PROBLEM, ONE TO TWO YEARS SHOULD BE PROVIDED FOR THE PLANNING PROCESS. THIS TEAM SHOULD HAVE FUNDS AVAILABLE FOR PRINTING COSTS, CONSULTANT SERVICES, TRAVEL, AND CLERICAL HELP.

ERIC/CEF DOCUMENT NO. EF000043 DISPOSITION-CERS 2

PLANNING A PROGRAM OF SCHOOL PLANT CONSTRUCTION (SCHOOL PLANT PLANNING SERIES)

UTAH STATE BOARD OF EDUCATION, SALT LAKE CITY

PUBLISHED- 65

C17 PAGES

DESCRIPTORS- *EDUCATIONAL SPECIFICATIONS, *ENROLLMENT PROJECTIONS, *FACILITIES EVALUATION, SCHOOL PLANNING, MASTER PLAN, ESTIMATED COSTS, CITIZEN PARTICIPATION

THIS GUIDE TO PROCEDURES FOR DETERMINING LOCAL SCHOOL PLANT NEEDS LISTS FACTORS EMPHASIZING THE IMPORTANCE OF LONG-TERM PLANNING. UNDESIRABLE CONDITIONS DUE TO FAILURE TO PLAN ARE GIVEN. GENERAL PROCEDURES NAMED AS ESSENTIAL ARE - (1) THE OFFICIAL APPROVAL OF THE BOARD OF EDUCATION BEFORE THE ADMINISTRATION PROCEEDS WITH LONG-RANGE PLANNING, (2) THE DESIGN OF SCHOOL PLANT AROUND THE EDUCATIONAL PROGRAM IT IS TO SERVE, (3) DETERMINATION OF SCHOOL ENROLLMENTS, (4) DETERMINATION OF THE PLANT NEEDS, (5) APPRAISAL OF THE EXISTING FACILITIES, (6) FORMULATION OF A MASTER PLAN INCLUDING A LIST OF PRESENT AND PROJECTED BUILDINGS, A TIME SCHEDULE FOR ALL IDENTIFIED CONSTRUCTION NEEDS, A LIST OF NEEDED SITES AND SITE IMPROVEMENTS, AND COST ESTIMATES, (7) ESTIMATION OF COSTS AND APPRAISAL OF RESOURCES--THE FINAL STEP TO AVOID COMPROMISING THE QUALITY AND ADEQUACY OF A PROJECTED PROGRAM BY OVERCONCERN FOR COSTS. THE GUIDE INCLUDES CHARTS FOR MAKING A POPULATION PROJECTION AND FOR PLANNING A PROGRAM OF SCHOOL PLANT CONSTRUCTION.

ERIC/CEF DOCUMENT NO. EF000066 ED 013 532 DISPOSITION-EDC- 1

SCHOOL SITE ANALYSIS AND DEVELOPMENT

CALIFORNIA STATE DEPARTMENT OF EDUCATION, SACRAMENTO, BUREAU OF SCHOOL PLANNING

PUBLISHED- 66

043 PAGES

DESCRIPTORS- *PLAYGROUNDS, *RECREATIONAL FACILITIES, *SCHOOL PLANNING, *SCHOOL SITES, *SITE SELECTION, ATHLETIC ACTIVITIES, EDUCATIONAL FACILITIES, EDUCATIONAL NEEDS, EDUCATIONAL PLANNING, EDUCATIONAL SPECIFICATIONS, PARKING AREAS, PHYSICAL FACILITIES, PLAYGROUND ACTIVITIES, SCHOOL SIZE, SCHOOL SPACE

THIS STUDY REPRESENTS A SEARCH FOR A SYSTEM OF DETERMINIMG THE AMOUNT OF LAND REQUIRED TO CONDUCT THE EDUCATIONAL PROGRAMS OFFERED BY THE CALIFORNIA PUBLIC SCHOOLS. DATA ARE CONTAINED IN TABLES THAT PROVIDE A BASIS FOR DETERMINING THE SITE SIZE FOR A SCHOOL THAT IS BEING DESIGNED TO SERVE A SPECIFIC ENROLLMENT SIZE AND GRADE LEVEL RANGE. THE SITE FACTORS INCLUDED WERE--(1) LAND FOR OUTDOOR PHYSICAL EDUCATION (2) DEVELOPED BUILDING SITE (3) PARKING AND ACCESS ROADS (4) PERCENT FACTOR FOR LAYOUT. SITE REQUIREMENT CATEGORIES INCLUDED WERE--(1) SMALL SCHOOLS (FEWER THAN 7 CLASSROOMS) (2) ELEMENTARY GRADES (3) GRADES 7 THROUGH 9 (4) GRADES 9 THROUGH 12. SUPPORTING THIS DATA ARE DIAGRAMS OF SPACE MODULES REPRESENTING THE VARIOUS FACILITY LAYOUTS. MODULE COMBINATION DEPENDS ON THE VARIOUS ENROLLMENT SIZES GIVEN. TO FACILITATE THIS ANALYSIS, A BRIEF SEQUENTIAL SITE PLAN DEVELOPMENT PROCEDURE AND LIST OF ESSENTIAL SITE SURVEY DATA ARE INCLUDED. (MH)

ERIC/CEF DOCUMENT NO. EF000078 ED 013 535 DISPOSITION-EDC- 1

STUDENT REACTIONS TO STUDY FACILITIES WITH IMPLICATIONS FOR ARCHITECTS AND COLLEGE ADMINISTRATORS

BY- STOKE, STUART M. AND GROSE, ROBERT F. AND LEWIT, DAVID W. AND SMITH, BULKELEY, JR.
AMHERST COLLEGE, AMHERST, MASSACHUSETTS

PUBLISHED- 60

062 PAGES

DESCRIPTORS- *CARRELS, *DORMITORIES, *INDIVIDUAL STUDY, *STUDENT REACTIONS, *STUDY FACILITIES, ADMINISTRATOR GUIDES, CONTROLLED ENVIRONMENT, EDUCATIONAL SPECIFICATIONS, ENVIRONMENTAL INFLUENCES, EQUIPMENT, LIBRARY FACILITIES, PLANNING, STUDY HABITS, STUDY HOURS

THE RESEARCH REPORTED WAS DONE TO FIND IN WHAT DIRECTIONS NEW STUDY SPACE CONSTRUCTION MIGHT PROFITABLY VENTURE. NEARLY 100 STUDENTS OF EACH OF THE NEIGHBORING FOUR INSTITUTIONS WERE SAMPLED. THREE MAJOR TYPES OF EVIDENCE WERE SOUGHT AND USED--(1) EACH STUDENT KEPT A DIARY OF HIS STUDYING FOR A CONSECUTIVE PERIOD OF FOUR DAYS ON FORMS FURNISHED, (2) STUDENTS ALSO COMMENTED ON THE PLACES IN WHICH THEY STUDIED ADDING SUGGESTIONS, AND (3) FILLED IN AN OPINIONNAIRE JUDGING 95 DESCRIBED STUDY CONDITIONS. A RECORD OF 8,375 HOURS OF STUDY WAS TAKEN. RESULTS SHOWED THAT USE AND APPROVAL OF STUDY SPACE VARIED INVERSELY WITH SIZE. TWELVE PERCENT OF ALL STUDYING TOOK PLACE IN THE LARGE LIBRARY READING ROOMS AND FIFTY-SIX PERCENT OCCURRED IN THE TWO SMALLEST PLACES--DORMITORY ROOMS AND CARRELS. THE MOST FREQUENTLY USED STUDY SPACE WAS ALSO THE ONE WITH THE MOST VARIETY OF USES--DORMITORY ROOMS. FORTY-EIGHT PERCENT OF ALL THE STUDYING REPORTED TOOK PLACE THERE. LIGHTING, HEATING, VENTILATION, PRIVACY AND GENERAL PERSONAL COMFORT COULD BE CONTROLLED. DORMITORIES VARY IN THE AMOUNT OF STUDYING DONE IN THEM WITH REGARD TO DISTANCE FROM THE LIBRARY AND CLASSROOMS, CONSTRUCTION AND GROUP BEHAVIOR. EMPTY CLASSROOMS COULD SERVE AS STUDY AREAS IF DESIGNED FOR FLEXIBILITY. FURNITURE SHOULD BE PURCHASED IN RATIOS TO FIT THE PROPORTIONS OF NOT ONLY THE AVERAGE. THE CRITERIA OF GOOD STUDY CONDITIONS SHOULD BE USED WHEN PLANNING STUDY SPACE. (RK)

ERIC/CEF DOCUMENT NO. EF000081 DISPOSITION-EDC- 1

PERFORMANCE CRITERIA, A SYSTEM OF COMMUNICATION FOR MOBILIZING BUILDING INDUSTRY RESOURCES

BY- JACQUES, RICHARD G.

PUBLISHED- 66

6 PAGES

DESCRIPTORS- *CAMPUS PLANNING, *COLLEGE BUILDINGS, *EDUCATIONAL SPECIFICATIONS, *PERFORMANCE CRITERIA, *STANDARDS, ACOUSTICAL ENVIRONMENT, CAMPUSES, CLASSROOM RESEARCH, EDUCATIONAL ENVIRONMENT, ENVIRONMENTAL CRITERIA, MASTER PLANS, PLANNING, SCHOOL CONSTRUCTION, SCHOOL DESIGN, SCHOOL PLANNING

A PROGRAM TO TEST AND DEMONSTRATE THE EFFICACY OF PERFORMANCE CRITERIA FOR UNIVERSITY BUILDING DESIGN AND CONSTRUCTION IS UNDER WAY IN NEW YORK STATE UNDER THE AUSPICES OF THE NEW YORK STATE UNIVERSITY CONSTRUCTION FUND. THE PROGRAM IS TO RESULT IN AN EXTENSIVE LIBRARY OF PERFORMANCE CRITERIA TO AID COMMUNICATION WITH ALL SECTORS OF THE BUILDING INDUSTRY. EMPHASIS IS PLACED ON PERFORMANCE AS OPPOSED TO FORMULARY CRITERIA AS THE LATTER HAVE TOO OFTEN BEEN DETERMINED BY SEGMENTS OF THE INDUSTRY DEALING WITH PARTICULAR PRODUCTS OR SERVICES. FORCES WHICH AFFECT BUILDING AND CAMPUS DESIGN HAVE BEEN CLASSIFIED INTO TWELVE COMPONENT DISCIPLINES CALLED 'BUILDING SYSTEMS.' THESE SYSTEMS ARE (1) SPATIAL ORGANIZATION, (2) STRUCTURE, (3) EXTERIOR WALLS, (4) INTERIOR WALLS, (5) FINISHES, (6) VERTICAL CIRCULATION, (7) SPECIALTIES, (8) EQUIPMENT, (9) PLUMBING, (10) HEATING-VENTILATING-AIR-CONDITIONING, (11) ELECTRICAL SYSTEMS, AND (12) SITE. RESEARCH HAS BEGUN IN THOSE AREAS SUCH AS LIGHTING, COLOR, AND ACOUSTICS WHERE WELL-DOCUMENTED CRITERIA ARE LACKING. IN ORDER TO ESTABLISH SUCH CRITERIA, A TABLE DESCRIBING TWENTY-FOUR SUCH RESEARCH PROJECTS IS INCLUDED. THIS ARTICLE IS A REPRINT FROM 'ARCHITECTURAL RECORD', MAY 1966. COPIES ARE AVAILABLE FROM MC GRAW-HILL, INC. 330 W. 42ND STREET, NEW YORK, N.Y. 10036. (JT)

ERIC/CEF DOCUMENT NO. EF000094 DISPOSITION-EDC- 1

ACOUSTICAL ENVIRONMENT OF SCHOOL BUILDINGS

BY- FITZROY, DARIEL AND REID, JOHN LYON
EDUCATIONAL FACILITIES LABORATORIES, INC., NEW YORK, N. Y.

PUBLISHED- 63
IN- TECHNICAL REPORT I

128 PAGES

DESCRIPTORS- *ACOUSTICAL ENVIRONMENT, *EDUCATIONAL ENVIRONMENT, *ENVIRONMENTAL CRITERIA, *PHYSICAL ENVIRONMENT, *PERFORMANCE CRITERIA, CLASSROOM RESEARCH, EDUCATIONAL SPECIFICATIONS, ENVIRONMENTAL RESEARCH, EXPERIMENTAL SCHOOLS, FLEXIBLE CLASSROOMS, MULTIPURPOSE CLASSROOMS, RESEARCH, SCHOOL DESIGN, SCHOOL PLANNING

A FIELD STUDY WAS MADE OF THE ACOUSTICAL ENVIRONMENT OF SCHOOLS DESIGNED FOR INCREASED FLEXIBILITY TO MEET THE SPATIAL REQUIREMENTS OF NEW TEACHING METHODS. THE OBJECT OF THE STUDY WAS TO DEFINE ALL THE CRITERIA FOR THE ACOUSTICAL DESIGN OF THIS TYPE OF CLASSROOM INCLUDING THE DETERMINATION OF--(1) MINIMUM ACOUSTICAL SEPARATION REQUIRED FOR EFFECTIVE GROUP AND INDIVIDUAL WORK, (2) TOLERABLE SOUND LEVELS, AND (3) OBJECTIONAL TYPES OF SOUNDS. THE RESULTING DATA WERE INTENDED AS A GUIDE FOR ARCHITECTS, ENGINEERS, ACOUSTICAL CONSULTANTS, AND EDUCATORS. QUESTIONNAIRES DEALING WITH THE AURAL ENVIRONMENT OF THEIR SCHOOLS WERE SENT TO TEACHERS IN THIRTY-SEVEN SCHOOLS IN ALL PARTS OF THE COUNTRY. TEAMS OF ACOUSTICAL CONSULTANTS THEN ANALYZED EACH SCHOOL TO ACCURATELY DETERMINE NOISE REDUCTION, REVERBERATION, SPEECH INTERFERENCE LEVEL AND ARTICULATION INDEX. THE COLLECTED DATA, DISCUSSION, AND CONCLUSIONS ARE PRESENTED FOR EACH SCHOOL STUDIED. THIS DOCUMENT IS AVAILABLE FROM THE EDUCATIONAL FACILITIES LABORATORIES, 477 MADISON AVENUE, NEW YORK 22, NEW YORK. (JT)

ERIC/CEF DOCUMENT NO. EF000103 DISPOSITION-CERS 2

A SYNTHESIS OF RESEARCH PERTAINING TO SCHOOL BUILDINGS CONDUCTED BY EDUCATORS AND ARCHITECTS

BY- NORTH, STEWART D.
WISCONSIN UNIVERSITY, MADISON

PUBLISHED- 66

REPORT/SERIES NO.- CRP-S-356

290 PAGES

DESCRIPTORS- *SCHOOL DESIGN, *EDUCATIONAL SPECIFICATIONS, *BUILDING DESIGN, *SCHOOL BUILDINGS

THIS STUDY OF SCHOOL PLANT LITERATURE WAS AN EFFORT TO LOCATE, IDENTIFY AND SYNTHESIZE SCHOOL PLANT RESEARCH. LITERATURE OVER A TEN YEAR PERIOD (1955-1964) WAS ANALYZED AND CLASSIFIED IN ORDER TO DEVELOP A FRAMEWORK USEFUL FOR FUTURE RESEARCH. ATTENTION WAS GIVEN TO (1) THE FOCUS OF THE RESEARCH, (2) THE DESIGN TECHNIQUES, AND PROCEDURES EMPLOYED, (3) THE AGENCIES AND INDIVIDUALS INVOLVED, (4) THE SOURCE OF SUPPORT, AND (5) AGREEMENT OR DISAGREEMENT OF FINDINGS. IT ALSO HAD A CLASSIFIED BIBLIOGRAPHY OF THE LITERATURE NOT INCLUDED AS RESEARCH IN THIS STUDY. THEY DID NOT FIND ENOUGH RESEARCH, LITTLE EVIDENCE OF ANY CLOSE COOPERATION BETWEEN EDUCATORS AND ARCHITECTS IN THE RESEARCH LITERATURE, FEW EFFORTS TO COORDINATE THEIR RESEARCH ENDEAVORS, AND A PROBABLE PATTERN OF BACKGROUND AND PROFESSIONAL RESPONSIBILITY WHEREBY SPHERES OF COMPETING AND RESPONSIBILITY CAN POSSIBLY BE DEFINED. RESEARCH IS NEEDED IN ALL PLANT AREAS. A CENTRAL AGENCY IS NEEDED TO COLLECT, ABSTRACT, AND DISSEMINATE RESEARCH LITERATURE, FUNDS SHOULD BE OBTAINED TO CONDUCT PLANT RESEARCH. MORE JOINT EDUCATIONAL AND ARCHITECTURAL ORGANIZATIONS, MORE ABSTRACTING AND PUBLICATION OF WORTHY RESEARCH, MORE GRADUATE DESIGN PROJECTS, AND MORE DISSERTATIONS ARE NEEDED.

ERIC/CEF DOCUMENT NO. EF000132 DISPOSITION-CERS 2

STEP BY STEP TO BETTER SCHOOL FACILITIES

BY- BOLES, HAROLD W.

PUBLISHED- 65

386 PAGES

DESCRIPTORS- *EDUCATIONAL FACILITIES, *SCHOOL PLANNING, *EDUCATIONAL PLANNING, *EDUCATIONAL SPECIFICATIONS, *SCHOOL DESIGN, SCHOOL BUILDINGS

THIS TEXTBOOK IS A SYSTEMATIC GUIDE TO SCHOOL PLANT PLANNING. BOLES' DISCUSSION OF EACH STEP IN THE PLANNING PROCESS IDENTIFIES PERTINENT CONCEPTS AND TERMS AND SUGGESTS GUIDING PRINCIPLES RELATING THESE CONCEPTS TO THE GOALS OF FUNCTION, BEAUTY AND ECONOMY. THE FIRST PART, DEVELOPING A TOTAL LONG RANGE PLAN, COVERS A DISCUSSION OF THE PROCESSES OF GETTING ORGANIZED, STUDYING THE CURRICULUM AND SURVEYING SCHOOL PLANT NEEDS. THE SECOND PART, DEVELOPING AN INDIVIDUAL PROJECT, COVERS THESE STEPS.PLANNING A BUILDING, PLANNING FINANCING, ACQUIRING SITE, ARCHITECTURAL PLANNING, CONTRACTING FOR CONSTRUCTION, CONSTRUCTING A BUILDING, EQUIPPING AND FURNISHING A BUILDING, OCCUPYING A BUILDING, AND ORIENTING PEOPLE. THE THIRD SECTION, PLANNING FOR SPECIFICS HAS A CHAPTER ON PLANNING FOR FUNCTION, FUTURE USE, HEALTH AND SAFETY AND COMFORT, BEAUTY, AND ECONOMY. THE LAST PART DISCUSSES THE DECISION NEEDED BETWEEN MODERNIZATION OR NEW BUILDINGS. THE AUTHOR STRESSES THE ROLE OF THE SUPERINTENDENT IN THE ENTIRE PROCESS AND GIVES ATTENTION TO EACH PARTICIPANT AND HIS ROLE IN EACH STEP, THE TIME ALLOTMENTS AND RESOURCES NEEDED FOR EACH TASK.

ERIC/CEF DOCUMENT NO. EF000418 ED 014 852 DISPOSITION-EDC- 1

SCHOOL CONSTRUCTION SYSTEMS DEVELOPMENT PROJECT

BY- BOICE, JOHN AND EHRENKRENTZ, EZRA AND MAC CONNELL, JAMES
NATIONAL COUNCIL ON SCHOOLHOUSE CONSTRUCTION, EAST LANSING, MICHIGAN

PUBLISHED- 65
IN- PROCEEDINGS OF THE FORTY-FIRST ANNUAL MEETING, HOUSTON, TEXAS, OCT. 64

009 PAGES

DESCRIPTORS- *EDUCATIONAL SPECIFICATIONS, *PREFABRICATION, *SCHOOL CONSTRUCTION, *SCHOOL PLANNING, *SPACE UTILIZATION, ACOUSTICAL ENVIRONMENT, BUILDING DESIGN, BUILDING INNOVATION, CURRICULUM PLANNING, FIRE PROTECTION, FLEXIBLE CLASSROOMS, HEATING, ILLUMINATION, INTERIOR SPACE, MOVABLE PARTITIONS, VENTILATION

ONE HUNDRED MANUFACTURERS EXPRESSED INTEREST IN BIDDING FOR A SYSTEM OF SCHOOL CONSTRUCTION CALLED SCSD OR SCHOOL CONSTRUCTION SYSTEMS DEVELOPMENT TO THE FIRST CALIFORNIA COMMISSION ON SCHOOL CONSTRUCTION SYSTEMS. TWENTY-TWO BUILDINGS COMPRISED THE PROJECT. THE OBJECTIVE WAS TO DEVELOP AN INTEGRATED SYSTEM OF STANDARD SCHOOL BUILDING COMPONENTS THAT WAS ADAPTABLE, ECONOMICALLY FEASIBLE, AND TIME-SAVING. THE USE OF STANDARD COMPONENTS TO BUILD NONSTANDARD BUILDINGS WAS A NEW CONCEPT. INDUSTRY DEVELOPED THE SYSTEM ON PERFORMANCE SPECIFICATIONS DEVELOPED BY EFL. HOWEVER, THE COMPONENTS WERE NOT ALWAYS COMPATIBLE. THE PURPOSE WAS TO INPLEMENT EDUCATIONAL DEVELOPMENTS BY GIVING THE EDUCATOR FLEXIBILITY IN THE PLANNING AND UTILIZATION OF SCHOOL BUILDINGS. THIS REQUIRED (1) LONG SPANS TO GENERATE LARGE AREAS OF SPACE, AND (2) ECONOMICALLY MOVABLE PARTITIONS. LIGHTING AND VENTILATING SYSTEMS HAD TO BE DESIGNED SO AS TO FULFILL VARIATION DUE TO FLEXIBLE SPACE ARRANGEMENTS NECESSITATED BY CHANGING CURRICULA. EXAMPLES OF PERFORMANCE SPECIFICATIONS EXPRESSED IN NUMERICAL QUANTITIES ARE GIVEN. THE TOTAL CONCEPT PROVIDES FOR AN INFINITE VARIETY OF BUILDINGS. THE STRUCTURAL-LIGHTING CEILING SYSTEM PROVIDES (1) SOURCE OF ILLUMINATION, (2) FINISHED CEILING OR SOFFIT, (3) CEILING SOUND ABSORPTION, (4) SOUND ATTENUATION BETWEEN ROOMS, (5) FIRE PROTECTION FOR THE STEEL STRUCTURE, (6) SUPPORT FOR DEMOUNTABLE PARTITIONS, AND (7) SUPPLY AND RETURN AIR DEVICES. THE UNIT FOLDS FLAT FOR SHIPPING. THIS SYSTEM IS A STRUCTURAL TECHNIQUE FOR SCHOOL BUILDINGS THAT UTILIZES THE INHERENT STRUCTURAL PROPERTIES CF A STEEL ROOF DECK. IT DOES NOT INCLUDE THE EXTERIOR WALLS. CEILING SYSTEM DIAGRAMS ARE PROVIDED. (RK)

ERIC/CEF DOCUMENT NO. EF000420 ED 014 853 DISPOSITION-UFRC 1

FACILITIES FOR EDUCATION IN VA HOSPITALS

RENSSELAER POLYTECHNIC INSTITUTE, TROY, NEW YORK, SCHOOL OF ARCHITECTURE, CENTER FOR ARCHITECTURAL RESEARCH

PUBLISHED-JUN65
IN- FINAL REPORT

178 PAGES

DESCRIPTORS- *EDUCATIONAL SPECIFICATIONS, *FACILITY GUIDELINES, *HEALTH OCCUPATIONS EDUCATION, *INSTITUTIONAL FACILITIES, MEDICAL SCHOOLS, BUILDING DESIGN, CASE STUDIES (FACILITIES), EDUCATIONAL ENVIRONMENT

THIS STUDY WAS AUTHORIZED BY THE VA DEPARTMENT OF MEDICINE AND SURGERY FOR THE PURPOSE OF IDENTIFYING AND DETERMINING THE FACILITIES NEEDED TO PROPERLY HOUSE AND SUPPORT EDUCATION ACTIVITIES IN EXISTING AND FUTURE VA HOSPITALS AND TO PRODUCE ARCHITECTURAL GUIDANCE IN THE DESIGN OF THE FACILITIES. CURRENT PRACTICES AND SIGNIFICANT TRENDS IN MEDICAL EDUCATION WERE OBSERVED AT THIRTY-FIVE INSTITUTIONS TO DETERMINE THE ROLE OF THESE HOSPITALS IN SUPPORTING EDUCATIONAL PROGRAMS, IDENTIFY ESSENTIAL EDUCATIONAL FACILITIES, AND RECOGNIZE THE SPECIFIC CHARACTER OF VA HOSPITAL FUNCTIONS AND THE NATURE OF ITS POPULATIONS. FROM GENERAL CONSIDERATIONS ON PLANNING AND PROGRAMMING TO MEET EDUCATIONAL NEEDS, ADEQUATE SPACE PROVISION, RECOGNITION OF CHANGING NEEDS AND ENVIRONMENTAL FACTORS, DETAILED DESIGN STUDIES FOR SPECIFIC RECOMMENDED FACILITIES WERE DEVELOPED. EACH DESIGN STUDY EXPLAINS THE INTENDED FUNCTION OF THE FACILITY, AND INCLUDES A DETAILED FUNCTIONAL PROGRAM WITH ASSOCIATED GRAPHICS. TWO CASE STUDIES ARE PRESENTED TO ILLUSTRATE APPLICATION OFTHE RECOMMENDATIONS FOR EDUCATIONAL FACILITIES IN PLANNING NEW VA HOSPITALS. THE GENERAL PLANNING PROCEDURES WERE CRITICALLY REVIEWED AND SUGGESTIONS OFFERED FOR POSSIBLE IMPROVEMENT. ALSO INCLUDED ARE SKETCHES FOR ALTERING FOUR EXISTING VA HOSPITALS TO INCORPORATE THE EDUCATIONAL FACILITIES RECOMMENDED. (BH)

ERIC/CEF DOCUMENT NO. EF000470 DISPOSITION-CERS 2

PLANNING AND EQUIPPING BUSINESS EDUCATION CLASSROOMS

CALIFORNIA STATE DEPARTMENT OF EDUCATION, SACRAMENTO

PUBLISHED- 61

041 PAGES

DESCRIPTORS- *BUSINESS EDUCATION, *BUSINESS EDUCATION FACILITIES, *SCHOOL PLANNING, CLASSROOMS, EDUCATIONAL FACILITIES, EDUCATIONAL PLANNING, EDUCATIONAL SPECIFICATIONS, EQUIPMENT, LABORATORIES, LEARNING LABORATORIES, SCHOOL DESIGN

SCHOOL DISTRICT OFFICIALS AND ARCHITECTS WHO ARE PLANNING BUSINESS EDUCATION FACILITIES WILL FIND GUIDANCE ON METHODS OF PLANNING IN THIS PUBLICATION. FACILITIES OF PRIMARY CONCERN ARE THOSE IN JUNIOR AND SENIOR HIGH SCHOOLS OR FOUR YEAR SCHOOLS. SOME OF THE PLANNING PRINCIPLES MAY BE APPLIED FOR JUNIOR COLLEGES AND FOR ADULT EDUCATION FACILITIES ALSO. IN ADDITION TO INCLUDING BUSINESS EDUCATION AS AN INTEGRAL PHASE OF THE TOTAL PROGRAM, SPECIAL ATTENTION MUST BE GIVEN TO SPECIFIC ASPECTS OF THE PROGRAM ITSELF. ESSENTIAL SKILLS AND BUSINESS PRACTICES FOR EMPLOYMENT MUST BE TAUGHT. SKILLS WHICH ARE OF PERSONAL VALUE MUST ALSO BE INCLUDED. EFFECTIVE PLANNING REQUIRES THE COOPERATION OF STATE PLANNING AGENCIES WITH LOCAL OFFICIALS. NOISE FACTORS, RELATED ACTIVITIES, AND SPACE ALLOCATIONS ARE AMONG THE MANY REQUIREMENTS OF THE EDUCATIONAL SPECIFICATIONS. FACILITY LISTS ARE INCLUDED AS WELL AS SPACE ADEQUACY SURVEYS. SPECIAL CONSIDERATIONS FOR JUNIOR COLLEGE FACILITIES ARE INCLUDED. (RH)

ERIC/CEF DOCUMENT NO. EF000475 DISPOSITION-CERS 2

PREPLANNING FOR SCHOOL PLANT FACILITIES

TEXAS EDUCATION AGENCY, AUSTIN, TEXAS

PUBLISHED-SEP65

030 PAGES

DESCRIPTORS- *ADVISORY COMMITTEES, *COMMUNITY SURVEYS, *EDUCATIONAL SPECIFICATIONS, *SCHOOL PLANNING, *SCHOOL SURVEYS, EDUCATIONAL FACILITIES, MODERNIZATION, SURVEYS, PLANNING

AN INITIAL DECISION TO BE MADE BY THE SCHOOL BOARD IS WHETHER TO BUILD A NEW BUILDING OR REMODEL AN OLD ONE. SAFETY, ADEQUACY, APPEARANCE, SUITABILITY, AND CONDITION OF OLD BUILDINGS ARE FACTORS WHICH MUST BE WEIGHED. SURVEYS CONDUCTED BY CITIZENS CAN HELP WITH MAKING THE DECISION. PROFESSIONAL CONSULTANTS MAY ALSO BE USED. EDUCATIONAL NEEDS MUST THEN BE TRANSLATED INTO EDUCATIONAL SPECIFICATIONS. RESPONSIBILITIES FOR THIS TASK MUST BE CLEARLY ASSIGNED AND PROVISIONS FOR COMMUNITY VARIABLES, EDUCATIONAL PHILOSOPHY, SCHOOL ORGANIZATION, PLANT REQUIREMENTS, BUDGET, AND OTHER MISCELLANEOUS CONSIDERATIONS SHOULD BE INCLUDED. APPENDIX A DETAILS THE ORGANIZATION AND FUNCTION OF A LAY ADVISORY COMMITTEE WHILE APPENDIX B CONTAINS A CHECK LIST OF SUGGESTED STEPS TO BE FOLLOWED WHILE CONDUCTING A BUILDING PROGRAM.

ERIC/CEF DOCUMENT NO. EF000476 DISPOSITION-CERS 2

PRELIMINARY GUIDE FOR PLANNING A SECONDARY SCHOOL BUILDING PROGRAM

TEXAS EDUCATION AGENCY, AUSTIN, TEXAS

PUBLISHED-SEP64

035 PAGES

DESCRIPTORS- *EDUCATIONAL PLANNING, *SCHOOL PLANNING, *SECONDARY SCHOOLS, CHOOL LOCATION, AUDITORIUMS, CARPET, CLASSROOMS, CLIMATE, EDUCATIONAL FACILITIES, EDUCATIONAL SPECIFICATIONS, FOOTCANDLES, GUIDANCE CENTERS, GYMNASIUMS, LABORATORIES, LIBRARY FACILITIES, PLANNING, TELEVISION, VISUAL ENVIRONMENT

ELEVEN STEPS ARE GIVEN FOR PREPARATION OF A BUILDING PROGRAM. DEVELOPMENT OF EDUCATIONAL SPECIFICATIONS SERVES TO CLARIFY AND CONSOLIDATE THE IDEAS OF THE ADMINISTRATION, SCHOOL BOARD, STAFF, AND COMMUNITY. THIS ENABLES THE ARCHITECT TO INTERPRET ALL OF THE IDEAS. COMMUNITY BACKGROUND, PHILOSOPHY, PLANT REQUIREMENTS, BUDGET, AS WELL AS MISCELLANEOUS CONSIDERATIONS MUST BE INCLUDED. SECONDARY SCHOOLS SHOULD NOT EXCEED 1,000 TO 1,200 STUDENTS AT THE JUNIOR HIGH LEVELS. SITES SHOULD BE 10 ACRES PLUS ONE ACRE PER 100 STUDENTS. SITE SELECTION CRITERIA SHOULD BE APPLIED. AREAS TO RECEIVE CAREFUL ATTENTION IN PLANNING ARE ADMINISTRATIVE, INSTRUCTIONAL, ACTIVITY, AND SERVICE. OTHER CONSIDERATIONS ARE ECONOMY, ONE-STORY VERSUS TWO, CLIMATE CONTROL, CARPETING, TELEVISION, AND LIGHTING.

ERIC/CEF DOCUMENT NO. EF000495 DISPOSITION-CERS 2

EDUCATIONAL SPECIFICATIONS NEW CANEY INDEPENDENT SCHOOL DISTRICT

HOUSTON UNIVERSITY, TEXAS, BUREAU OF EDUCATION RESEARCH AND SERVICES

PUBLISHED-NOV63

153 PAGES

DESCRIPTORS- *EDUCATIONAL FACILITIES, *EDUCATIONAL SPECIFICATIONS, *SCHOOL PLANNING, ADMINISTRATIVE PLANNING, EDUCATIONAL NEEDS, EDUCATIONAL PLANNING

A YEAR-LONG STUDY OF THE COMMUNITIES WHICH COMPRISE THE NEW CANEY INDEPENDENT SCHOOL DISTRICT IN MONTGOMERY COUNTY, TEXAS, WAS CONDUCTED BY THE COLLEGE OF EDUCATION AT THE UNIVERSITY OF HOUSTON. EDUCATIONAL FACILITIES AND PROGRAM WERE SURVEYED. PLANNING DATA INCLUDED ARE DESCRIPTION OF DISTRICT, LAND USAGE, PUPIL RESIDENCE, POPULATION DENSITY AND TRENDS, FINANCIAL ABILITY, AND EVALUATIONS OF EXISTING PLANTS AND THE TRANSPORTATION SYSTEM. DATA PROJECTED ARE FUTURE ENROLLMENT, PLANT UTILIZATION, AND PROGRAM. THE EDUCATIONAL SPECIFICATIONS DETAIL THE EDUCATIONAL REQUIREMENTS FOR THE SCHOOL PLANT AS A WHOLE AND FOR EACH DEPARTMENT OF THE SECONDARY SCHOOL SPECIFICALLY. THESE ARE DETAILED IN TERMS OF RELATIONSHIPS TO SPACE AND SPECIAL FACILITIES. ADMINISTRATORS AND FACULTY CONTRIBUTED TO THESE SPECIFICATIONS. GENERAL STANDARDS AND DEPARTMENTAL REQUIREMENTS ARE GIVEN. THESE SERVE AS THE GUIDE LINE FOR THE ARCHITECT. THE FINAL SECTION OF THIS REPORT GIVES GUIDELINES FOR PLANNING WHICH THE BOARD OF EDUCATION CAN FOLLOW.

ERIC/CEF DOCUMENT NO. EF000501 ED 018 063 DISPOSITION-UFRC 1

MONROE COMMUNITY COLLEGE CAMPUS PLAN

CAUDILL, ROWLETT, SCOTT, HOUSTON, TEXAS

104 PAGES

DESCRIPTORS- *CAMPUS PLANNING, *COLLEGE PLANNING, *COMMUNITY COLLEGES, *HIGHER EDUCATION, *MASTER PLANS, EDUCATIONAL SPECIFICATIONS, ESTIMATED COSTS, FACILITY REQUIREMENTS

THE MASTER PLANS FOR THE CONSTRUCTION OF THE CAMPUS OF THE NEW MONROE COMMUNITY COLLEGE INCLUDE EDUCATIONAL SPECIFICATIONS, SITE ANALYSIS DATA AND BUILDING PLANS. THE EDUCATIONAL SPECIFICATIONS ARE BASED UPON COMMUNITY NEEDS AND ENROLLMENT PROJECTIONS, AND REFLECT SPACE REQUIREMENTS. IN THE SITE ANALYSIS, FACTORS SUCH AS TOPOGRAPHY, CLIMATE, LOCATION, CIRCULATION, ACCESS, SOILS AND DRAINAGE ARE REVIEWED. THE FACTORS WHICH EXERT THE GREATEST INFLUENCE UPON THE FORM OF THE COLLEGE PLAN ARE PROGRAM, SITE, CLIMATE AND COST. A 'WALL CONCEPT' WAS DEVELOPED TO MEET THE CLIMATE, CIRCULATION AND COST PARAMETERS OF MONROE'S BUILDING PLANS. ARCHITECT'S DRAWINGS, CHARTS, MAPS AND LAYOUTS APPEAR THROUGHOUT THE DOCUMENT. INCLUDED IN THE APPENDIX ARE COST AND SPACE BREAKDOWNS. (JP)

ERIC/CEF DOCUMENT NO. EF000503 DISPOSITION-CERS 2

THE LOUISVILLE KENTUCKY PROGRAM (EDUCATIONAL SPECIFICATIONS ARE DOUBLY ESSENTIAL IN MODERNIZATION PLANNING)

RESEARCH COUNCIL OF THE GREAT CITIES PROGRAM FOR SCHOOL IMPROVEMENT, CHICAGO, ILLINOIS

PUBLISHED-FEB66
IN- NEW LIFE FOR OLD SCHOOLS NEWSLETTER, NO. 5

006 PAGES

DESCRIPTORS- *DESIGN, *EDUCATIONAL SPECIFICATIONS, *INTERIOR SPACE, *PLANNING, SCHOOL DESIGN, SCHOOL PLANNING, SCHOOL SPACE

THIS REPORT DEALS WITH THE MODERNIZING OF SCHOOL BUILDINGS, PARTICULARLY THE USE AND REUSE OF EXISTING SPACE. THE REPORT EMPHASIZES THAT THOROUGH EDUCATIONAL PLANNING RECORDED THROUGH WELL DEFINED, WRITTEN EDUCATIONAL SPECIFICATIONS IS ESSENTIAL TO MODERNIZATION PLANNING. IN THIS STUDY THE EDUCATIONAL SPECIFICATIONS WERE DRAFTED FIRST, THEN THE BUILDINGS WERE EXAMINED TO SEE IF THEY COULD BE ADJUSTED TO HOUSE THE EDUCATIONAL PROGRAM. THE MODERNIZATION PROGRAM CAN ADD YEARS OF LIFE TO EXISTING FACILITIES THEREBY REDUCING THE COST OF REPLACEMENT. THE STUDY CITES CORRIDORS, LIBRARIES, MUSIC ROOMS, AND SCIENCE LABORATORIES OF A LOUISVILLE JUNIOR HIGH AS EXAMPLES OF MODERNIZATION.

ERIC/CEF DOCUMENT NO. EF000520 ED 018 933 DISPOSITION-CERS 1

PREPARATION OF EDUCATIONAL SPECIFICATIONS

BY- CRAMER, HAROLD L.
FLORIDA STATE DEPARTMENT OF EDUCATION, TALLAHASSEE

PUBLISHED-OCT65

090 PAGES

DESCRIPTORS- *CURRICULUM PLANNING, *EDUCATIONAL SPECIFICATIONS, *PLANNING, *SPATIAL RELATIONSHIP, EDUCATIONAL PLANNING, SCHOOL PLANNING

FORMULATION OF EDUCATIONAL SPECIFICATIONS IS REPORTED. THE FORMULATION CONSISTS OF ESTABLISHING THE DEFINITION, CONTENT, RESPONSIBILITY AND ROLES OF PLANNERS, THE ORGANIZATION OF THE PLANNING GROUP AND THE TECHNIQUES AND PROCEDURES TO BE USED. A SAMPLE OUTLINE FOR EDUCATIONAL SPECIFICATIONS AND A FORMAT FOR INDIVIDUAL COURSES, TIME REQUIREMENTS AND BUDGETING ARE PRESENTED AS GUIDES. SPECIFICATIONS ARE GIVEN FOR AN ELEMENTARY SCHOOL, A DATA PROCESSING DEPARTMENT AND A JUNIOR-SENIOR HIGH SCHOOL, INCLUDING SITE PLANNING, SPACE UTILIZATION AND MAINTENANCE, AND OPERATION. A BIBLIOGRAPHY IS INCLUDED IN THE STUDY. (GM)

ERIC/CEF DOCUMENT NO. EF000615 DISPOSITION-CERS 2

EDUCATIONAL SPECIFICATIONS FOR HAHAIONE ELEMENTARY SCHOOL (DEVELOPED FROM THE PROGRAM DELINEATION STUDY JANUARY - APRIL 1961)

HAWAII STATE DEPARTMENT OF EDUCATION, HONOLULU

PUBLISHED- 61

094 PAGES

DESCRIPTORS- *EDUCATIONAL PLANNING, *EDUCATIONAL SPECIFICATIONS, *ELEMENTARY SCHOOLS, *SCHOOL PLANNING, ART, ART EDUCATION, CREATIVITY, EDUCATIONAL FACILITIES, ELEMENTARY EDUCATION, FAMILY LIFE, GIFTED, GUIDANCE, HEALTH, INDUSTRIAL ARTS, LANGUAGE ARTS, PHYSICAL EDUCATION, PLANNING, SAFETY, SCHOOL DESIGN, SCIENCE

A COMPREHENSIVE SURVEY OF HAWAII'S PUBLIC SCHOOL SYSTEM HIGHLIGHTED EXISTING PROBLEMS AND RECOMMENDED SOLUTIONS. THE STIMULATION PROVIDED BY THIS SURVEY RESULTED IN A GRANT FROM EDUCATIONAL FACILITIES LABORATORIES TO CHANGE SCHOOL FACILITIES CONSTRUCTION IN HAWAII. A RESULT OF THIS GRANT WAS A PROGRAM DELINEATION STUDY SET UP JOINTLY BY THE DEPARTMENT OF EDUCATION AND EFL. CURRICULUM SPECIALISTS AND SELECTED PRINCIPALS AND TEACHERS STUDIED, DISCUSSED, AND GAINED NEW INSIGHTS INTO NEWER EDUCATIONAL METHODS. NINETEEN SUBCOMMITTEES REPRESENTING THE MAJOR SUBJECT AND PROGRAM AREAS BEGAN AN INTENSIVE STUDY TO SEE THE MAJOR POSSIBLE UTILIZATION OF THE NEWER CONCEPTS PRESENTED TO THEM. THE SUBCOMMITTEES SUBMITTED THEIR REPORTS TO THE ELEMENTARY AND SECONDARY PROGRAM DELINEATION STUDY COMMITTEES. THESE TWO MAJOR COMMITTEES HAD RESPONSIBILITY TO DEVELOP PATTERNS FOR INITIATING AND IMPLEMENTING THE NEWER INSTRUCTIONAL PROGRAM FOR HAWAII. FROM THESE EFFORTS EDUCATIONAL SPECIFICATIONS WERE DERIVED WHICH WERE SUBMITTED TO THE COMMISSIONERS OF PUBLIC INSTRUCTION. THE COMMISSIONERS ACCEPTED THESE RECOMMENDATIONS AND GRANTED APPROVAL TO IMPLEMENT THEM IN THE PLANNING AND DESIGNING OF TWO NEW SCHOOLS. THIS REPORT CONTAINS THE EDUCATIONAL SPECIFICATIONS FOR THE HAHAIONE VALLEY AREA.

ERIC/CEF DOCUMENT NO. EF000622 DISPOSITION-CERS 2

HANDBOOK ON PLANNING SCHOOL FACILITIES

BY- SMITH, REX M.
WEST VIRGINIA STATE DEPARTMENT OF EDUCATION, CHARLESTON, DIVISION OF SCHOOL PLANT PLANNING

IN- SUPPLEMENTING GUIDE FOR PLANNING SCHOOL PLANTS

115 PAGES

DESCRIPTORS- *EDUCATIONAL PLANNING, *SCHOOL PLANNING, AUDIO VISUAL CENTERS, AUDIOVISUAL PROGRAMS, EDUCATIONAL FACILITIES, EDUCATIONAL SPECIFICATIONS, ELEMENTARY SCHOOLS, HIGH SCHOOLS, MASTER PLANS, SANITATION, SAFETY, SCHOOL BUILDINGS, SCHOOL DESIGN, SCHOOL FACILITIES, SCHOOL LOCATION, SCHOOL PLANT, SECONDARY SCHOOLS

DEVELOPMENT OF A SCHOOL PLANT PROGRAM IS A PRIMARY RESPONSIBILITY OF THE BOARD OF EDUCATION. EDUCATIONAL NEEDS ANALYSES, PLANT SURVEYS, SITE SELECTION CRITERIA, EDUCATIONAL SPECIFICATIONS, AND CAREFUL DESIGNING ARE ALL ESSENTIAL TO THE PROGRAM. SITE CONSIDERATIONS ARE LOCATION, SIZE, PHYSICAL FEATURES, RECREATIONAL AREAS, WALLS, DRIVES, PARKING, AND BEAUTIFICATION. SPECIFIC ATTENTION TO THE NEEDS OF THE PUPILS TO BE SERVED IN A NEW PLANT MUST BE GIVEN. ELEMENTARY CENTERS MUST MAKE SPECIAL PROVISION FOR KINDERGARTENS AND SUCH SPECIAL AREAS AS ART, MUSIC, PHYSICAL EDUCATION, AND LIBRARY. SPECIAL ATTENTION MUST BE GIVEN TO BUSINESS EDUCATION, INDUSTRIAL ARTS, MUSIC, PHYSICAL EDUCATION, SCIENCE, AGRICULTURE, LIBRARY, AND ADMINISTRATIVE FACILITIES IN SECONDARY SCHOOLS. EVERY FACILITY MUST PROVIDE STRUCTURAL, FIRE, AND TRAFFIC SAFETY. SANITARY, AUDIOVISUAL, CUSTODIAL, ALARM, AND STORAGE FACILITIES ALSO REQUIRE CAREFUL ATTENTION IN NEW PLANTS. THERMAL, VISUAL, SONIC AND AESTHETIC ENVIRONMENTAL FACTORS REQUIRE CAREFUL PLANNING FOR PROPER LEARNING CLIMATE. WEST VIRGINIA STATE CODE REFERENCES ARE FURNISHED AS WELL AS SUGGESTIONS ABOUT UTILIZATION OF ARCHITECTURAL SERVICES.

ERIC/CEF DOCUMENT NO. EF000631 DISPOSITION-CERS 2

GUIDELINES FOR SCHOOL BUILDING PLANNING

OHIO DEPARTMENT OF EDUCATION, COLUMBUS

PUBLISHED-APR64

124 PAGES

DESCRIPTORS- *ELEMENTARY SCHOOLS, *HIGH SCHOOLS, *JUNIOR HIGH SCHOOLS, *SCHOOL PLANNING, *SENIOR HIGH SCHOOLS, AUDITORIUMS, BUILDING DESIGN, CORRIDORS, CLASSROOMS, EDUCATIONAL SPECIFICATIONS, EDUCATIONAL FACILITIES, GYMNASIUMS, HEATING, VENTILATION, PLANNING, SCHOOL BUILDING, SCHOOL DESIGN, SCHOOL LOCATION, SCIENCE FACILITIES

EDUCATIONAL SPECIFICATIONS SYNTHESIZE THE IDEAS OF THE SCHOOL BOARD, STAFF AND COMMUNITY SO THE ARCHITECT TRANSLATES THEM INTO PRELIMINARY DRAWINGS. BASIC CONSIDERATIONS WHICH MUST BE TAKEN INTO ACCOUNT WHEN PLANNING NEW SCHOOL BUILDINGS ARE SITE CHARACTERISTICS, WATER SUPPLY, DESIGN, AESTHETICS, HEATING AND VENTILATING, ELECTRICAL, AND EQUIPMENT. ELEMENTARY SCHOOLS SHOULD HOUSE 240 TO 360 PUPILS ON SITES OF NO LESS THAN TEN ACRES PLUS ONE ACRE FOR EACH 100 PUPILS. SPACES TO BE PROVIDED ARE ADMINISTRATIVE, CLASSROOMS, MULTI-PURPOSE, KITCHEN, MUSIC, LIBRARY, CUSTODIAL, TOILETS, CORRIDORS, DRIVEWAYS, AND WALKS. JUNIOR HIGH SCHOOL BUILDINGS SHOULD HAVE AT LEAST 500 PUPILS. SITES SHOULD BE AT LEAST 15 ACRES PLUS ONE ACRE PER 100 PUPILS. ATTENTION MUST BE GIVEN TO SPACES SIMILAR TO THOSE FOUND IN ELEMENTARY SCHOOLS BUT SOME ADJUSTMENTS FOR A DIFFERENT AGE GROUP MUST BE MADE. SPECIAL AREAS SUCH AS HOME ECONOMICS, INDUSTRIAL ARTS, SCIENCE, BUSINESS EDUCATION, STUDY HALL, AND GYMNASIUM-AUDITORIUM MUST RECEIVE CONSIDERATION. SENIOR HIGH SCHOOL SHOULD HAVE AT LEAST 500 PUPILS ALSO. SITES SHOULD BE AT LEAST 20 ACRES PLUS ONE ACRE PER 100 PUPILS. OTHER CONSIDERATIONS FOR THIS TYPE OF FACILITY ARE SIMILAR TO THOSE GIVEN TO JUNIOR HIGH SCHOOLS. COST FACTORS FOR NEW SCHOOLS AND ADDITIONS BY ARCHITECTURAL REGION ARE INCLUDED. DETAILED SPECIFICATIONS ARE INCLUDED THROUGHOUT THIS GUIDE.

ERIC/CEF DOCUMENT NO. EF000634 DISPOSITION-CERS 2

EDUCATIONAL PLANNING

BY- CARROLL, CHARLES F.
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION, RALEIGH,
DIVISION OF SCHOOL PLANNING

PUBLISHED-JUL64
IN- SCHOOL PLANNING GUIDE SERIES 1, PUBLICATION NO. 377

063 PAGES

DESCRIPTORS- *EDUCATIONAL IMPROVEMENT, *EDUCATIONAL NEEDS,
*EDUCATIONAL SPECIFICATIONS, *PLANNING, EDUCATIONAL PLANNING,
SCHOOL PLANNING

THIS REPORT OUTLINES THE STEPS FOR EDUCATIONAL PLANNING AT THE ELEMENTARY AND SECONDARY LEVELS. THE FIRST STEP IS TO IDENTIFY AND ANALYZE EDUCATIONAL FACILITY NEEDS BY EVALUATING PUPIL NEEDS AND BY THE USE OF EDUCATIONAL SURVEYS. THE SECOND STEP IN PLANNING IS TO ADOPT AND USE A PLANT IMPROVEMENT PROGRAM. THIS STEP IS ACHIEVED BY SELECTING SPECIALISTS, PREPARING EDUCATIONAL SPECIFICATIONS, DEVELOPING PRELIMINARY ARCHITECTURAL PLANS, AND OBTAINING PUBLIC ACCEPTANCE. STEP THREE IS THE COMPLETING AND EVALUATING OF THE PLANNING PROCESS. THE PHASES IN THIS STEP ARE--PREPARATION OF FINAL PLANS AND SPECIFICATIONS, SELECTION OF FURNITURE AND EQUIPMENT, COMPLETION AND UTILIZATION OF THE NEW FACILITY AND EVALUATING IMPROVEMENT PROGRAM.

ERIC/CEF DOCUMENT NO. EF000680 DISPOSITION-CERS 2

PERFORMANCE AND EDUCATIONAL SPECIFICATIONS

BY- WAITE, LLOYD L.
NATIONAL COUNCIL ON SCHOOLHOUSE CONSTRUCTION, EAST LANSING, MICHIGAN

PUBLISHED-OCT65
IN- PROCEEDINGS OF THE NCSC 42ND ANNUAL MEETING LINCOLN, NEBRASKA OCTOBER 4-7, 1965

008 PAGES

DESCRIPTORS- *EDUCATIONAL NEEDS, *EDUCATIONAL PHILOSOPHY, *EDUCATIONAL PLANNING, *EDUCATIONAL SPECIFICATIONS, EDUCATIONAL FACILITIES, EDUCATIONAL OBJECTIVES, EDUCATIONAL PRINCIPLES, EDUCATIONAL THEORIES

THE TASK OF WRITING THE SPECIFICATIONS IS A ONE MAN JOB WHICH COMES AS A RESULT OF DISCUSSIONS WITH MANY GROUPS SUCH AS TEACHERS, ADMINISTRATORS, MAINTENANCE PEOPLE, AND LAYMEN. A MAJOR FACTOR TO BE TAKEN INTO ACCOUNT IS THAT OF THE AMOUNT OF MONEY AVAILABLE FOR THE PROJECT. OTHER CONSIDERATIONS ARE LOCAL SCHOOL CHARACTERISTICS, DEPARTMENTAL REQUIREMENTS, GENERAL AREA REQUIREMENTS, SERVICE SYSTEM STIPULATIONS, AND SUCH SPECIFIC CONSIDERATIONS AS ACOUSTICS, CLOCK SYSTEMS, CLOTHING STORAGE, AND DISPLAY AREAS. PERFORMANCE IS DEFINED AS THE EFFECTIVE WORKING CAPACITY OF ANY DEVICE OR THAT WHICH COMPLETED PROJECT MEANS CHECKING THE PHYSICAL ASPECTS AND THE EDUCATIONAL CLIMATE. RH

ERIC/CEF DOCUMENT NO. EF000685 DISPOSITION-CERS 2

A STUDY OF THE FACTORS INVOLVED IN ESTABLISHING GUIDELINES FOR PLANNING SCHOOL PLANTS

BY- MCCRARY, NILE O.
NATIONAL COUNCIL ON SCHOOLHOUSE CONSTRUCTION, EAST LANSING, MICHIGAN

PUBLISHED-OCT65
IN- PROCEEDINGS OF THE NCSC 42ND ANNUAL MEETING LINCOLN, NEBRASKA OCTOBER 4-7, 1965

007 PAGES

DESCRIPTORS- *DESIGN SPECIALIST, *EDUCATIONAL SPECIFICATIONS, *SCHOOL PLANNING,

THE AUTHOR REPORTED THE RESULTS OF A TENNESSEE STUDY WHICH SOUGHT TO IDENTIFY THE ESSENTIAL ELEMENTS OF SCHOOL PLANT PLANNING. FOURTEEN GENERAL ELEMENTS WERE IDENTIFIED--(A) DETERMINING SCHOOL PLANT NEEDS, (B) DEVELOPING EDUCATIONAL POLICY AND STANDARDS, (C) SELECTING AN EDUCATIONAL CONSULTANT, (D) THE PUBLIC RELATIONS PROGRAM, (E) LEGAL PROBLEMS AND SERVICES, (F) THE SCHOOL PLANT SURVEY, (G) PLANNING EDUCATIONAL PROGRAM, (H) PREPARATION OF EDUCATIONAL SPECIFICATIONS, (I) SITE SELECTION AND ACQUISITION, (J) ARCHITECTURAL SERVICES, (K) THE FINANCIAL PROGRAM, (L) CONSTRUCTION SERVICES, (M) SELECTING FURNITURE AND EQUIPMENT, (N) ACCEPTING AND OCCUPYING THE BUILDING. A REVIEW OF PUBLICATIONS PERTAINING TO SCHOOLHOUSE DESIGN AND CONSTRUCTION INDICATED THAT ITEM (J) APPEARED MORE FREQUENTLY THAN THE OTHERS--ITEMS (K) AND (N) APPEARED THE LEAST OFTEN. A PANEL OF TEN EXPERTS ON SCHOOLHOUSE CONSTRUCTION DEEMED ITEMS (A) AND (J) THE MOST IMPORTANT ELEMENTS OF SCHOOL PLANT PLANNING. ITEMS (D) AND (C) WERE CONSIDERED THE LEAST IMPORTANT ELEMENTS.

ERIC/CEF DOCUMENT NO. EF000911 DISPOSITION-UFRC 1

NEW CAMPUSES FOR OLD A CASE STUDY OF FOUR COLLEGES THAT MOVED

BY- ZISMAN, S. B. AND POWELL, CATHERINE
EDUCATIONAL FACILITIES LABORATORIES, NEW YORK, N. Y.

32 PAGES

DESCRIPTORS- *CASE STUDIES (FACILITIES), *COLLEGE PLANNING, *CONSTRUCTION COSTS, *HIGHER EDUCATION CAMPUS PLANNING, *RELOCATION, COOPERATIVE PLANNING, EDUCATIONAL SPECIFICATIONS, FACILITY GUIDELINES, FACILITY REQUIREMENTS, SCHOOL COMMUNITY RELATIONSHIP, SITE SELECTION, TRANSPORTATION

THIS REPORT TREATS THE PROBLEMS INVOLVED IN MOVING FROM AN OLD CAMPUS AND CREATING A NEW CAMPUS. IT IS BASED ON THE EXPERIENCES OF FOUR COLLEGES WITH PARTICULAR EMPHASIS ON SKIDMORE COLLEGE IN SARATOGA SPRINGS, N.Y. WHICH HAD DECIDED TO MOVE. THE QUESTIONS DISCUSSED CENTER AROUND SUCH TOPICS AS THE REASON FOR MOVING, THE KIND OF NEW SITE, THE KIND OF NEW CAMPUS AND NEW PROGRAM, AND WHAT TO MOVE FIRST. PARTICULAR PROBLEMS STUDIED ARE TRANSPORTATION, DUPLICATION, CONVERSIONS, COSTS, INTERNAL ADJUSTMENTS AND EFFECT ON COMMUNITY. THE REPORT ADVISES THAT THE MASTER PLAN NEEDED FOR SUCH AN UNDERTAKING BE DEVELOPED BY AN OUTSIDE PLANNING AGENCY. THIS REPORT MAY BE OBTAINED FROM EDUCATIONAL FACILITIES LABORATORIES, 477 MADISON AVENUE, NEW YORK, NEW YORK, 10022. (HH)

ERIC/CEF DOCUMENT NO. EF000925 ED 017 125 DISPOSITION-EDC- 1

IMPROVING THE SCHOOL ENVIRONMENT

BY- SCHNEIDER, RAYMOND C. AND PETERS, JON S.
STANFORD UNIVERSITY, CALIFORNIA, SCHOOL PLANNING LABORATORY

PUBLISHED-DEC56
IN- A SCHOOL PLANNING LABORATORY PUBLICATION

128 PAGES

DESCRIPTORS- *DESIGN NEEDS, *EDUCATIONAL FACILITIES, *EDUCATIONAL PLANNING, *ENVIRONMENTAL CRITERIA, *FACILITY GUIDELINES, CLASSROOM ENVIRONMENT, DINING FACILITIES, EDUCATIONAL PLANNING, EDUCATIONAL SPECIFICATIONS, EDUCATIONAL TELEVISION, GUIDANCE CENTERS, PHYSICAL DESIGN NEEDS, PSYCHOLOGICAL DESIGN NEEDS, SCHOOL DESIGN, SCHOOL POLICY, SCHOOL RESPONSIBILITY, SCIENCE FACILITIES, VISUAL ENVIRONMENT

GUIDELINES FOR CREATING IMPROVED EDUCATIONAL ENVIRONMENTS ARE PRESENTED WITH SUPPLEMENTARY DRAWINGS, DIAGRAMS, AND PHOTOGRAPHS. POLICY DECISIONS ARE RELATED TO--(1) THE SCHOOL'S RESPONSIBILITY TO THE FUTURE, (2) INDUSTRY'S RULE IN EDUCATION, AND (3) BUILDING PROGRAM RESPONSIBILITIES. EDUCATIONAL PLANNING IS DISCUSSED IN TERMS OF--(1) ART FACILITIES, (2) EDUCATIONAL SPECIFICATION DEVELOPMENT, (3) SCIENCE FACILITIES, (4) GUIDANCE FACILITIES, (5) PHYSICAL EDUCATION FACILITIES, AND (6) SCHOOL CAFETERIAS. PHYSICAL CONTROL FUNCTIONS ARE DEVELOPED ACCORDING TO--(1) PHYSICAL FACTORS AFFECTING CLASSROOM ENVIRONMENT, (2) MEETING INDIVIDUAL CLASSROOM NEEDS, (3) IMPROVED VIEWING CONDITIONS, AND (4) MECHANICAL SYSTEM IMPLEMENTATION. FUNCTIONAL DESIGN IS EXPLAINED IN TERMS OF--(1) CRITERIA FOR CHANGING SCHOOL DESIGN NEEDS, (2) EXAMPLES OF LOCAL AREA SCHOOLS, AND (3) AESTHETIC FUNCTIONS. EDUCATIONAL TELEVISION IS DISCUSSED WITH REGARD TO USAGE AND EVALUATION. (MH)

ERIC/CEF DOCUMENT NO. EF000995 DISPOSITION-CERS 2

EDUCATIONAL SPECIFICATIONS FOR HULL-DAISETTA HIGH SCHOOL LIBERTY COUNTY, TEXAS

BY- STREVELL, WALLACE H.
HOUSTON UNIVERSITY, TEXAS, BUREAU OF EDUCATION RESEARCH AND SERVICES

PUBLISHED-FEB65
IN- PUBLICATION NO. 15

186 PAGES

DESCRIPTORS- *CURRICULUM EVALUATION, *CURRICULUM PLANNING, *EDUCATIONAL ENVIRONMENT, *EDUCATIONAL SPECIFICATIONS, *SCHOOL PLANNING, CURRICULUM DEVELOPMENT, CURRICULUM GUIDES, CURRICULUM RESEARCH, EDUCATIONAL PLANNING, ELEMENTARY EDUCATION, ENVIRONMENT, INSTRUCTIONAL PROGRAMS, NONGRADED CLASSES, NONGRADED PRIMARY SYSTEM, NONGRADED SYSTEM, SCHOOL, SPECIAL EDUCATION

THIS DOCUMENT REPORTS THE RESULT OF A COMPREHENSIVE STUDY INVOLVED IN PREPARING EDUCATIONAL SPECIFICATIONS FOR A NEW HIGH SCHOOL. THE FINDINGS ARE--PART I, THE NEEDS AND RESOURCES OF THE DISTRICT-THE SETTING OF THE EDUCATIONAL PROGRAM, HISTORY, INVENTORY OF FACILITIES, AND PROJECTED NEEDS AND ENROLLMENTS ARE INCLUDED. PART II, THE SCOPE OF EDUCATIONAL FUNCTIONS TRANSLATED INTO DRAWINGS-SPECIFICATIONS ARE GIVEN FOR VARIOUS FACILITIES SUCH AS ROOMS, EQUIPMENT, AND SPECIAL AREAS. PART III-SPECIAL CONSIDERATIONS OF THE NON-GRADED PLAN OF ORGANIZATION FOR THE ELEMENTARY LEVEL-ALSO INCLUDED IS A DISCUSSION OF NEEDS FOR SPECIAL EDUCATION FACILITIES. PART IV, THE RESULTS OF THE HIGH SCHOOL CURRICULUM STUDY UNDERTAKEN BY THE HIGH SCHOOL FACULTY.

ERIC/CEF DOCUMENT NO. EF001103 DISPOSITION-CERS 2

CHECKLIST OF EDUCATIONAL SPECIFICATIONS

BY- WILSON, WILLIAM O. AND SAAVEDRA, LOUIS E.
NEW MEXICO STATE DEPARTMENT OF EDUCATION, SANTE FE

040 PAGES

DESCRIPTORS- *ARCHITECTS, *EDUCATIONAL SPECIFICATIONS, *SCHOOL BUILDINGS, *SCHOOL PLANNING, *SITE ANALYSIS, COMMUNITY CHARACTERISTICS, CONSTRUCTION PROGRAMS, FACILITY GUIDELINES, SCHOOL ADMINISTRATORS

THIS DOCUMENT PRESENTS PROCEDURES AND CHECKLISTS FOR THE DEVELOPMENT OF EDUCATIONAL SPECIFICATIONS FOR ALL PHASES OF A SCHOOL BUILDING PROGRAM. AREAS INCLUDE--(1) PROGRAM OF THE PROPOSED SCHOOL, (2) THE COMMUNITY TO BE SERVED, (3) THE SITE, (4) NATURE OF THE SCHOOL PROJECT, (5) THE ARCHITECT, (6) RELATIONSHIPS OF AREAS OF THE BUILDING, (7) ELECTRICAL SYSTEMS, (8) MECHANICAL SYSTEMS, (9) MAINTENANCE AND CUSTODIAL FACILITIES, AND (10) INSTRUCTIONAL AND NON-INSTRUCTIONAL AREAS.

ERIC/CEF DOCUMENT NO. EF001233 DISPOSITION-CERS 2

BASIC PLANNING PROCEDURES

NEVADA STATE DEPARTMENT OF EDUCATION, CARSON CITY

17 PAGES

DESCRIPTORS- *BUILDINGS, *COSTS, *EDUCATIONAL SPECIFICATIONS, *PLANNING, SCHOOL PLANNING, ESTIMATED COSTS, SCHOOL BUILDINGS

THIS REPORT IS AN OUTLINE OF THE BASIC SCHOOL PLANT PLANNING PROCEDURE FOR THE STATE OF NEVADA. THE PROCEDURE ENTAILS THE USE OF AN EDUCATIONAL PLANNING CONSULTANT, STATEMENTS OF EDUCATIONAL AND SERVICE PROBLEMS TO BE SOLVED BY PROPOSED CONSTRUCTION, A SITE PLAN AND ARCHITECT SELECTION. ALSO INCLUDED IN THE OUTLINE OF PROCEDURES IS A TENTATIVE STATEMENT OF SPECIFICATIONS, TENTATIVE COST ESTIMATES AND MATRICES FOR CONDUCTING SPACE UTILIZATION SURVEYS.

ERIC/CEF DOCUMENT NO. EF001234 DISPOSITION-CERS 2

MANUAL FOR SCHOOL BUILDING PLANNING

BY- ENGELKING, D. F.
IDAHO STATE DEPARTMENT OF EDUCATION, BOISE

PUBLISHED-JUN64

111 PAGES

DESCRIPTORS- *EDUCATIONAL SPECIFICATIONS, *SCHOOL CONSTRUCTION, *SCHOOL DESIGN, *SCHOOL PLANNING, ADVISORY COMMITTEES, BOND ISSUES, CLASSROOM ENVIRONMENT, CLASSROOMS, CLOSED CIRCUIT TELEVISION, CODIFICATION, COOLING, EDUCATIONAL FINANCE, ELECTRICITY, ELEMENTARY SCHOOLS, HEATING, ILLUMINATION, LIGHTING, PLANNING, PLUMBING, SAFETY, SCHOOL BUILDING, SCHOOL SAFETY, SCHOOL SURVEYS, SURVEYS, SECONDARY SCHOOLS, TELEVISION, THERMAL ENVIRONMENT, VENTILATION

THIS IS A COMPREHENSIVE PLANNING GUIDE INTENDED FOR IDAHO PEOPLE INVOLVED IN CONSTRUCTION OF SCHOOL BUILDINGS. SCHOOL BUILDING PLANNING REQUIRES A STATEMENT OF PHILOSOPHY, EDUCATIONAL SPECIFICATIONS, SURVEYS, CITIZEN INVOLVEMENT, PROFESSIONAL INVOLVEMENT, AND PRELIMINARY AND WORKING DRAWINGS. STATE APPROVAL IS REQUIRED. SCHOOL SITE SELECTION MUST CONSIDER ALL ASPECTS OF LOCAL CONDITIONS. MINIMUM SIZES ARE DEPENDENT UPON GRADE LEVEL TO BE SERVED. EXPANSION POSSIBILITIES SHOULD BE INCLUDED IN PLANNING. CONSTRUCTION PLANNING AND REQUIREMENTS MUST TAKE INTO ACCOUNT MATERIALS, CONTRACTS, STRUCTURAL DESIGN, STANDARDS, AND CONSTRUCTION DETAILS SUCH AS EXITS, DOORS, CORRIDORS, STAIRWAYS, RAMPS, HANDRAILS, CEILINGS, WINDOWS, AND GENERAL SPECIFICATIONS. SPECIFIC CONSIDERATIONS AT THE SECONDARY LEVEL ARE CIRCULATION AREAS, CLASSROOMS, SPECIAL AREAS AND LIBRARY. SIMILAR PLANNING CONSIDERATIONS MUST BE MADE FOR NEW ELEMENTARY BUILDINGS. SPECIFIC ATTENTION TO ELECTRICAL INSTALLATIONS, HEATING, VENTILATING, AND AIR CONDITIONING, SANITARY FACILITIES, WATER SUPPLY, AND SEWAGE DISPOSAL IS NECESSARY TO MEET CODE REQUIREMENTS. SEVERAL APPENDICES INCLUDED PROVIDE INFORMATION ON INSTRUCTIONS FOR BOND ELECTIONS, SCHOOL LAWS ON SCHOOL BUILDING CONSTRUCTION, RECOMMENDED HEADINGS FOR SPECIFICATIONS, AND A CHECK SHEET FOR PRELIMINARY PLANS AND SPECIFICATIONS.

ERIC/CEF DOCUMENT NO. EF001239 ED 015 634 DISPOSITION-UFRC 1

NEW DIMENSIONS IN JUNIOR COLLEGE PLANNING

BY- BOYCE, R. DUDLEY AND GONZALEZ, SIMON AND HARWOOD, WILLIAM
STANFORD UNIVERSITY, CALIFORNIA, SCHOOL PLANNING LABORATORY

PUBLISHED-DEC58

118 PAGES

DESCRIPTORS- *CASE STUDIES (FACILITIES), *COLLEGE PLANNING, *COMMUNITY COLLEGES, *JUNIOR COLLEGES, COOPERATIVE PLANNING, EDUCATIONAL SPECIFICATIONS, SCHOOL COMMUNITY RELATIONSHIP, SCHOOL INDUSTRY RELATIONSHIP

THIS REPORT CONSISTS OF A SERIES OF DISCUSSIONS BY MANY AUTHORS IN FOUR BROAD DIMENSIONS RELATIVE TO JUNIOR COLLEGES. THE FIRST CIMENSION IS PURPOSES AND DEALS WITH THE UNIQUE ROLE OF THE COMMUNITY JUNIOR COLLEGE, PROVISIONS FOR FACILITIES, PROBLEMS, AND POTENTIALITIES. THE SECOND DIMENSION FOCUSES ON PLANNING AND REPORTS ON STUDIES IN PLANNING DONE IN FLORIDA, SAN MATEO, CALIFORNIA, EVERETT, WASHINGTON AND ANTELOPE VALLEY IN LANCASTER, CALIFORNIA. THE THIRD DIMENSION RELATES TO APPLICATIONS AND DISCUSSES SUCH TOPICS AS THE STUDENT CENTER, ADMINISTRATION AND STUDENT PERSONNEL, FACILITIES FOR TECHNOLOGY, AND INSTRUCTIONAL TRENDS FOR SERVICE ANDINDUSTRY. THE FOURTH DIMENSION DISCUSSES COORDINATION OR PLANNING IN THE AREAS OF EDUCATIONAL SPECIFICATIONS, CITIZEN COMMITTEES AND THE ROLE OF THE ARCHITECT. (HH)

ERIC/CEF DOCUMENT NO. EF001259 ED 015 636 DISPOSITION-UFRC 1

A PROVISIONAL LONG-RANGE PLAN FOR HIGHER EDUCATION IN WISCONSIN

COORDINATING COMMITTEE FOR HIGHER EDUCATION, MADISON, WISCONSIN

PUBLISHED-JAN67
IN- SEMI-ANNUAL REPORT OF THE CCHE FROM JULY 1, 1966-DEC. 31, 1966

137 PAGES

DESCRIPTORS- *EDUCATIONAL OBJECTIVES, *EDUCATIONAL SPECIFICATIONS, *FINANCIAL POLICY, *MASTER PLANS, *STUDENT COLLEGE RELATIONSHIP, COLLEGE FACULTY, COLLEGE PLANNING, EDUCATIONAL OPPORTUNITIES

THE COORDINATING COMMITTEE ON HIGHER EDUCATION PREPARED A COMPREHENSIVE UPDATING OF PREVIOUS STATEMENTS ABOUT LONG-RANGE PLANNING IN VIEW OF NEW DEVELOPMENTS. THE PURPOSE OF THE STUDY IS TO PROVIDE A NEW PROVISIONAL PLAN BASED ON THE GOALS OF HIGHER EDUCATION IN WISCONSIN FOR ALL INSTITUTIONS IN THE WISCONSIN SYSTEM. THE STUDY IS BASED PRIMARILY ON ENROLLMENT PROJECTION DATA AND EXTENDS TO SEVEN BROAD AREAS--(1) STUDENTS--STUDENT AFFAIRS, ENROLLMENT, FINANCIAL AID, (2) THE OUTREACH PLAN--BACKGROUNDS, NEW DEVELOPMENTS SUCH AS VOCATIONAL AND ADULT EDUCATION, COMMUTING, COSTS, (3) ACADEMIC PROGRAMS, (4) FACULTY, (5) PHYSICAL FACILITIES--GUIDELINES, UTILIZATION, BUILDING PROGRAMS, PLANNING, FUNDING, HOUSING, (6) FINANCE--CURRENT BUDGET, STUDENT FEES, COST ANALYSIS, FEDERAL GRANTS, FUTURE ESTIMATES, BUDGET RESPONSIBILITIES, AND (7) THE INSTITUTIONS--GROWTH, OFFERINGS, ENROLLMENT, FACULTY, PROGRAMS AND DIAGRAMS OF CAMPUS LAYOUT. SOME SIXTY RECOMMENDATIONS ARE GIVEN RELATIVE TO THE ABOVE AREAS. THESE RECOMMENDATIONS ARE BASED ON THE POLICY THAT ALL AREAS BE SUPPORTED AND DEVELOPED TO THE EXTENT THAT IS CONSISTENT WITH SOUND EDUCATIONAL AND FINANCIAL CONSIDERATIONS. (HH)

ERIC/CEF DOCUMENT NO. EF001263 ED 015 637 DISPOSITION-UFRC 1

THE COLLEGE AND UNIVERSITY FINE ARTS CENTER

BY- HUTCHINSON, GEORGE A.
PERKINS AND WILL, ARCHITECTS, CHICAGO, ILLINOIS

PUBLISHED-DEC60

059 PAGES

DESCRIPTORS- *ART EDUCATION, *CASE STUDIES (FACILITIES), *EDUCATIONAL SPECIFICATIONS, *FINE ARTS CENTERS, *FLEXIBLE FACILITIES, ART ACTIVITIES, BUILDING DESIGN, EDUCATIONAL OBJECTIVES, FACILITY GUIDELINES, MULTIPURPOSE CLASSROOMS

VIEWS CONCERNING THE FINE ARTS CENTER CONCEPT WERE GENERATED FROM WORKSHOP DISCUSSIONS ON THE FUNDAMENTALS OF COMPOSITION, EDUCATIONAL SCOPE AND FORM, IMAGINATIVE TEACHING METHODS, AND THE DETAILS OF SHAPE, SIZE AND EQUIPMENT OF EXISTING CENTERS. THE EDUCATIONAL PHILOSOPHIES DIRECTING THE FINE ARTS CENTER, THE DISCIPLINES WHICH MAY BE INCLUDED IN SUCH A FACILITY AND THE TYPES OF FACILITIES WHICH ARE REQUIRED FOR ART, MUSIC AND DRAMA WERE REVIEWED. ALSO DISCUSSED WERE POSSIBLE COMBINATIONS OF THE ARTS INTO A MULTI-USE OR GENERAL PURPOSE FACILITY. FOUR PROPOSED CENTERS WERE INVESTIGATED IN TERMS OF SPACE REQUIREMENTS AND DEPARTMENT UTILIZATION, AND TWELVE CENTERS WERE ANALYZED TO DEMONSTRATE HOW EXISTING FACILITIES HAVE SATISFIED THE OBJECTIVES OF AN INTEGRATED, FINE ARTS COMPLEX. (BH)

ERIC/CEF DOCUMENT NO. EF001270 ED 016 368 DISPOSITION-UFRC 1

ESTIMATED SPACE REQUIREMENTS FOR FT. WAYNE FACILITY TO BE JOINTLY CCCUPIED BY INDIANA UNIVERSITY AND PURDUE UNIVERSITY

BY- COLLINS, RALPH L. AND LAWSHE, C. H.
JOINT PLANNING COMMITTEE OF INDIANA UNIVERSITY AND PURDUE UNIVERSITY, BLOOMINGTON, INDIANA

PUBLISHED-JUN60

037 PAGES

DESCRIPTORS- *CLASSIFICATION, *COLLEGE PLANNING, *EDUCATIONAL SPECIFICATIONS, *SPACE REQUIREMENTS

THIS REPORT PRESENTS THE RESULTS OF THE JOINT PLANNING COMMITTEE OF INDIANA UNIVERSITY AND PURDUE UNIVERSITY IN TERMS OF THE AMCUNT AND TYPE OF SPACE THAT WILL BE REQUIRED BY 1965 AND BY 1972 IN A FACILITY TO BE JOINTLY OCCUPIED BY THE TWO UNIVERSITIES AT FORT WAYNE. IN GENERAL, A SIX-STEP PROCEDURE WAS FOLLOWED--(1) EACH INSTITUTION, INDEPENDENTLY PROJECTED ITS OWN EDUCATIONAL PROGRAM BASED UPON SUCH ASSUMPTIONS AS WERE CONSISTENT WITH ITS PURPOSES AND ITS METHODS OF OPERATION. (2) THIRTY-SIX DIFFERENT SPACE CATEGORIES WERE ESTABLISHED ND AGREEMENTS WERE REACHED AS TO UNIT SIZE, IN SQUARE FEET, FOR EACH CATEGORY. (3) EACH INSTITUTION THEN TRANSLATED ITS REQUIREMENTS INTO 'PART' UNITS. (4) THESE 'PART' UNITS FOR THE TWO INSTITUTIONS WERE THEN ADDED FOR EACH SPACE CATEGORY IN ORDER TO ARRIVE AT COMBINED REQUIREMENTS. (5) EACH INSTITUTION DEVELOPED ITS OWN REQUIREMENTS FOR NON-INSTRUCTIONALSPACE, INCLUDING SUCH ITEMS AS ADMINISTRATIVE SPACE AND INSTRUCTORS' OFFICES. (6) MEMBERS OF THE COMMITTEE DEVELOPED THE REQUIREMENTS FOR JOINT FACILITY SPACE, INCLUDING LIBRARY, AND FOOD FACILITY. THE RESULTS OF THE FINDINGS AND PROJECTIONS ARE SUMMARIZED IN THE TABLES AND APPENDIX. (BH)

ERIC/CEF DOCUMENT NO. EF001339 DISPOSITION-UFRC 2

AUTOMATION IN EDUCATIONAL ADMINISTRATION, VENDING MACHINES IN SCHOOLS AND COLLEGES

BY- TOWNSEND, FORREST M.
NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D. C., TECHNOLOGICAL DEVELOPMENT PROJECT

PUBLISHED-MAR62

REPORT/SERIES NO.- OCCASIONAL PAPER-5

019 PAGES

DESCRIPTORS- *EDUCATIONAL SPECIFICATIONS, *FOOD SERVICE, *LUNCH PROGRAMS, *SCHOOL SERVICES, *VENDING MACHINES, FOOD STANDARDS, NUTRITION, TECHNOLOGICAL ADVANCEMENT

THIS ARTICLE PRESENTS THE ROLE OF THE VENDING MACHINE IN EDUCATION. THE PRESENT ITEM INCLUDES A BRIEF BUT GENERAL HISTORY OF THE VENDING MACHINE AS USED IN EDUCATION. THE NUMBER OF MACHINES IN USE PER INSTITUTION AND PRODUCTS VENDED ARE TALLIED IN RELATION TO SIZE OF SCHOOL, TYPE OF CONTROL, ENROLLMENT, AND GRADE LEVEL. SOME BENEFITS OF VENDING MACHINES AS WELL AS THEIR FUTURE USES IN EDUCATIONAL FACILITIES ARE ALSO DISCUSSED. THE TABLES LIST PRODUCTS NOW AVAILABLE IN VENDING MACHINES. (HH)

ERIC/CEF DOCUMENT NO. EF001378 DISPOSITION-CERS 2

VO-TECH CONTINUING INFORMATION PROGRAM

STANFORD UNIVERSITY, STANFORD, CALIFORNIA, SCHOOL PLANNING LAB

PUBLISHED-JAN65

023 PAGES

DESCRIPTORS- *EDUCATIONAL SPECIFICATIONS, *BUILDING DESIGN, *VOCATIONAL SCHOOLS,

THIS REPORT EXPLORES NEW FACILITY DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION. MAJOR CONCERNS FACING THIS PROGRAM ARE DISCUSSED. TECHNOLOGICAL CHANGE, AUTOMATION, AND POVERTY ARE CHALLENGES TO VOCATIONAL EDUCATION LEADERSHIP. PROBLEMS OF SCHOOL SIZE AND LOCATION, SHAPE AND SPATIAL INTERRELATIONSHIPS, AND MEDIA AND EQUIPMENT FACE PEOPLE PLANNING VOCATIONAL-TECHNICAL SCHOOLS. THE FACILITY NEEDS OF THE COMMUNITY ARE IDENTIFIED BY A COMMUNITY MASTER PLAN. THE PRESENT AND FUTURE VOCATIONAL PROGRAM NEEDS ARE INTERPRETED THROUGH THE DEVELOPMENT OF EDUCATIONAL SPECIFICATIONS. DESIGN OBJECTIVES ARE USED TO DEVELOP A CAMPUS PLAN. SPACE CONSIDERATIONS ARE CATEGORIZED BY INSTRUCTIONAL PRODUCTION, MASTER LABORATORY, COMMUNICATION AND RESOURCES, AND JOB-TRAINING SPACES.

ERIC/CEF DOCUMENT NO. EF001420 DISPOSITION-UFRC 1

HIGHER EDUCATION FACILITIES INVENTORY MANUAL

WASHINGTON HIGHER EDUCATION FACILITIES COMMISSION, OLYMPIA

PUBLISHED-JUL67

096 PAGES

DESCRIPTORS- *COMPUTER ORIENTED PROGRAMS, *DATA COLLECTION, *FACILITY INVENTORY, *METHODOLOGY, *SPACE UTILIZATION, CLASSROOMS, COLLEGE BUILDINGS, DATA PROCESSING, EDUCATIONAL SPECIFICATIONS, FACILITY UTILIZATION RESEARCH

THIS MANUAL SETS FORTH PROCEDURES FOR COMPLETING SURVEY FORMS TO COLLECT DATA NECESSARY FOR AN INVENTORY OF SPACE THAT CONFORMS TO THE REQUIREMENTS OF EACH INSTITUTION. THE AREAS DISCUSSED ARE GENERAL SUGGESTIONS ON HOW TO MAKE A SURVEY, BUILDING INVENTORY PROCEDURES, ROOM INVENTORY PROCEDURES, AND UPDATE PROCEDURES. THE APPENDICES DISCUSS ROOM TYPES, ORGANIZATIONAL UNIT, SUBJECT FIELD, ROOM FUNCTION, AND BUILDING AREAS. EXAMPLES OF DATA COLLECTING SHEETS ARE ALSO INCLUDED. (HH)

ERIC/CEF DOCUMENT NO. EF001437 DISPOSITION-EDC- 1

MAJOR CONSIDERATIONS IN SCHOOL MODERNIZATION - AGE, LOCATION, EDUCATIONAL ADEQUACY

BY- LHOTE, JOHN D.
RESEARCH COUNCIL OF THE GREAT CITIES PROGRAM FOR SCHOOL IMPROVEMENT, CHICAGO, ILLINOIS

PUBLISHED-OCT67
IN- NEW LIFE FOR OLD SCHOOLS NEWSLETTER, NO. 22

004 PAGES

DESCRIPTORS- *BUILDING IMPROVEMENT, *CONSTRUCTION COSTS, *EDUCATIONAL NEEDS, *PHYSICAL DESIGN NEEDS, *SCHOOL CONSTRUCTION, AGE, BUILDING OBSOLESCENCE, EDUCATIONAL FACILITIES, EDUCATIONAL SPECIFICATIONS, FLEXIBLE FACILITIES, SCHOOL LOCATION

A DESCRIPTION OF THE RELATIONSHIP BETWEEN SCHOOL MODERNIZATION AND BUILDING AGE, WITH PARTICULAR ATTENTION TO RENOVATION RATHER THAN NEW CONSTRUCTION TO MEET CHANGING EDUCATIONAL NEEDS, IS GIVEN. THE NEWSLETTER EMPHASIZES EDUCATIONAL ADEQUACY AS BEING MORE IMPORTANT THAN BUILDING AGE, AND DESCRIBES RENOVATION TECHNIQUES WHICH WILL FACILITATE THIS APPROACH. A MAJOR CONSIDERATION IS IN TEACHING NEEDS AND EDUCATIONAL METHODS AS CRITERIA IN ADDITION TO LIGHTING AND CLIMATE CONTROL WHICH SERVE PHYSIOLOGOCAL NEEDS. OTHER ITEMS INCLUDE DECISION MAKING PROCESSES, COSTS, FLEXIBILITY, AND TEACHER EDUCATION. CLARIFICATION OF THE TERM SCHOOL MODERNIZATION IS ALSO INCLUDED. (MM)

ERIC/CEF DOCUMENT NO. EF001474 DISPOSITION-CERS 1

CONTRACT DOCUMENTS AND PERFORMANCE SPECIFICATIONS

FIRST CALIFORNIA COMMISSION ON SCHOOL CONSTRUCTION SYSTEMS, PALO ALTO

PUBLISHED-JUL63

269 PAGES

DESCRIPTORS- *BIDDING SPECIFICATION, *COMPONENT BUILDING SYSTEMS, *CONSTRUCTION PROGRAMS, *COSTS, *EDUCATIONAL SPECIFICATIONS, BUILDING DESIGN, CONSTRUCTION COSTS, SCHOOL CONSTRUCTION, SCHOOL PLANNING, SCHOOLS, STRUCTURAL SYSTEMS

A SET OF EDUCATIONAL SPECIFICATIONS DRAFTED BY THE FIRST CALIFORNIA COMMISSION ON SCHOOL CONSTRUCTION SYSTEMS GIVES INFORMATION ON BIDDING PROCEDURES, A DESCRIPTION OF THE CURRENT CONSTRUCTION PROGRAM, PROCEDURES FOR SUBMITTING A PROPOSAL, DATA AND CONDITIONS RELATED TO THE DEVELOPMENT PHASE OF THE PROJECT, COMPONENT CONTRACTS, AND GENERAL CONDITIONS AND PROCEDURES. PERFORMANCE SPECIFICATIONS ARE OUTLINED IN TERMS OF STRUCTURE, HEATING, VENTILATION, COOLING, LIGHTING-CEILING AND INTERIOR PARTITIONS. ALSO INCLUDED ARE MATERIALS--COST MATRICES, CONSTRUCTION TIMETABLES AND ADDENDA TO THE SPECIFICATIONS. (GM)

ERIC/CEF DOCUMENT NO. EF001478 DISPOSITION-UFRC 2

THE EDUCATIONAL PROGRAM AND EDUCATIONAL SPECIFICATIONS FOR THE NEW DODGE CITY COMMUNITY JUNIOR COLLEGE CAMPUS, JULY 1, 1966

DODGE CITY COMMUNITY JUNIOR COLLEGE, KANSAS

PUBLISHED-JUL66

123 PAGES

DESCRIPTORS- *COLLEGE BUILDINGS, *COLLEGE PLANNING, *COMMUNITY COLLEGES, *EDUCATIONAL SPECIFICATIONS, *JUNIOR COLLEGES, ADMINISTRATION, AGRICULTURAL EDUCATION, LIBRARY, PHYSICAL EDUCATION FACILITIES, SCIENCE FACILITIES

DODGE CITY COMMUNITY JUNIOR COLLEGE EDUCATIONAL SPECIFICATIONS. THIS REPORT GIVES A BRIEF SUMMARY OF THE HISTORY, PHILOSOPHY, PROGRAMS, AND STUDENT CHARACTERISTICS FOR DODGE CITY COMMUNITY JUNIOR COLLEGE. BASED ON ENROLLMENT TRENDS, DETAILED SPECIFICATIONS AND FACILITIES REQUIREMENTS ARE LISTED FOR SPACE AND PROGRAM REQUIREMENTS. AREAS FOR WHICH REQUIREMENTS ARE LISTED INCLUDE SERVICE AREA, STUDENT CENTER SERVICES, BUILDINGS FOR ADMINISTRATION, HUMANITIES, MATHEMATICS, SCIENCE, AGRICULTURAL, RECREATION, MUSIC, LIBRARY, AND PHYSICAL EDUCATION. (HH)

ERIC/CEF DOCUMENT NO. EF001506 DISPOSITION-UFRC 1

A REVIEW OF SELECTED REFERENCES RELATING TO THE PLANNING OF HIGHER EDUCATION FACILITIES

BY- MCGUFFEY, C. W.
FLORIDA STATE UNIVERSITY TALLAHASSEE.

PUBLISHED-AUG67

100 PAGES

DESCRIPTORS- *BIBLIOGRAPHIES, *EDUCATIONAL FACILITIES, *LITERATURE REVIEWS, *PLANNING, *RESEARCH REVIEWS (PUBLICATIONS), ANNOTATED BIBLIOGRAPHIES, BOOKLISTS, DOCUMENTATION, EDUCATIONAL SPECIFICATIONS, PUBLICATIONS

A COMPILATION OF REVIEWS OF ARTICLES, BOOKS AND PAMPHLETS RELATIVE TO THE PLANNING OF HIGHER EDUCATION FACILITIES IS THE END PRODUCT OF A COURSE OF THIS TITLE OFFERED AT FLORIDA STATE UNIVERSITY. EACH REVIEW INCLUDES INFORMATION ABOUT THE AUTHOR, TITLE, JOURNAL AND DATE OF PUBLICATION WITH A BRIEF ABSTRACT OF THE CONTENT OF THE REFERENCE. THE REFERENCES ARE CONCERNED WITH AREAS IN PLANNING RELATIVE TO--(1) ORIENTATION TO EDUCATIONAL FACILITIES PLANNING, (2) DEVELOPING A MASTER PLAN FOR PLAN EXPANSION, (3) PLANNING THE INDIVIDUAL SCHOOL, (4) PLANNING THE TECHNICAL ASPECTS, AND (5) ADMINISTERING THE PLANT EXPANSION PROGRAM--PLANNING, FINANCING, COST AND ECONOMICS. (HH)

ERIC/CEF DOCUMENT NO. EF001509 DISPOSITION-UFRC 1

PROCEDURES FOR PHYSICAL FACILITY AND UTILIZATION STUDIES

BY- SCHWEHR, F. E. AND SCHWEHR, B. J.
WISCONSIN COORDINATING COMMITTEE FOR HIGHER EDUCATION, MADISON

PUBLISHED-OCT67

131 PAGES

DESCRIPTORS- *COLLEGE PLANNING, *COMPUTER ORIENTED PROGRAM, *EDUCATIONAL SPECIFICATIONS, *FACILITY UTILIZATION RESEARCH, *METHODOLOGY, DATA ANALYSIS, DATA COLLECTION, DATA SHEETS, FACILITY INVENTORY, SPACE CLASSIFICATION, SPACE UTILIZATION

EFFECTIVELY PLANNING THE BUILDINGS NECESSARY FOR AN INSTITUTION OF HIGHER EDUCATION TO ACHIEVE ITS DESIRED GOALS REQUIRES SYSTEMATIC METHODOLOGY FOR GATHERING ACCURATE INFORMATION ON WHAT FACILITIES ARE AVAILABLE AND HOW THE FACILITIES ARE PRESENTLY BEING USED BY A GIVEN NUMBER OF STUDENTS IN A PARTICULAR COURSE OF STUDY. THIS MANUAL PRESENTS SUCH A SYSTEMATIC METHOD FOR CONDUCTING STUDIES ON PHYSICAL FACILITIES AND THEIR UTILIZATION AS RELATED TO PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN WISCONSIN. THE PROCEDURES DESCRIBED WILL PROVIDE COMPARABLE DATA IN THE REPORTING OF EXISTING FACILITIES AND SERVE AS A BASIS FOR MAKING BIENNIAL PROJECTIONS OF FACILITY NEEDS. INCLUDED ARE THE FOLLOWING SECTIONS OF INFORMATION--(1) A SYSTEM OF SPACE CLASSIFICATION WHICH WOULD UNIFY DEFINITIONS OF ROOM TYPES, SUBJECT FIELD AND FUNCTION CLASSIFICATIONS FOR THE PURPOSE OF GIVING COMPARATIVE DATA FOR STATISTICAL STUDIES AT THE NATIONAL OR STATE LEVELS, (2) THE METHODS OF COLLECTING DATA FOR THE INVENTORY AND UTILIZATION STUDIES, (3) A FORMAT FOR PRESENTING THE DESIRED INFORMATION OUTPUT, AND (4) THE MANNER IN WHICH THE INVENTORY AND UTILIZATION INFORMATION WILL BE USED. THE SPECIFIC INFORMATION ON TYPES OF WORKSHEETS, FORMATS FOR THE COLLECTED DATA AND ANALYZED DATA ARE INCLUDED WITHIN THE TEXT. WHILE THE MANUAL IS BASED ON A COMPUTERIZED METHOD OF ANALYSIS, THE PROCEDURES MAY BE EASILY CONVERTED TO A MANUAL ANALYSIS WHICH MAY BE DESIRABLE FOR SMALLER INSTITUTIONS. (BH)

ERIC/CEF DOCUMENT NO. EF001516 DISPOSITION-UFRC 1

PLANNING AND DEVELOPMENT PROCEDURES LEADING TO THE CONSTRUCTION OF EDUCATIONAL FACILITIES

BY- CONDON, JOHN T.
ARIZONA STATE BOARD OF DIRECTORS FOR JUNIOR COLLEGES

PUBLISHED-JUL67

034 PAGES

DESCRIPTORS- *COLLEGE PLANNING, *CONSTRUCTION NEEDS, *DATA COLLECTION, *EDUCATIONAL FACILITIES, *JUNIOR COLLEGES, CONSTRUCTION COSTS, DATA ANALYSIS, EDUCATIONAL SPECIFICATIONS, METHODOLOGY, STUDENT ENROLLMENT

THE PLANNING AND DEVELOPMENT PROCEDURES OUTLINED ARE FOR USE BY COLLEGE DISTRICT OFFICIALS AND PERSONNEL, ARCHITECTS, ENGINEERS, PLANNING CONSULTANTS, AND STATE OFFICERS IN CONNECTION WITH THE CONSTRUCTION AND FINANCING OF JUNIOR COLLEGE EDUCATIONAL FACILITIES. THE PURPOSE OF THE PROCEDURES IS TO EXPEDITE THE PLANNING PROCESS AND TO PROVIDE A MEDIUM FOR INTELLIGENT, ORGANIZED COMMUNICATION AMONG ALL CONCERNED. THE SEQUENTIAL STEPS IN THE METHOD ARE--(1) STATEMENT OF PROJECT NEED, (2) SELECTION OF ARCHITECT, (3) REQUEST FOR FUNDS, (4) EDUCATIONAL SPECIFICATIONS, (5) SCHEMATIC DESIGN PHASE, (6) DETAILED SPECIFICATIONS, (7) DESIGN DEVELOPMENT, (8) FINANCIAL PROGRAM, (9) CONSTRUCTION DOCUMENT PHASE, (10) BIDDING PROCEDURES, (11) RECORDS REQUIREMENTS, (12) CONSTRUCTION ACCOUNTS AND, (13) MINOR BUILDING PROJECTS. FORMS ARE INCLUDED FOR COLLECTING DATA NEEDED IN IMPLEMENTING OF THE STEPS. (HH)

ERIC/CEF DOCUMENT NO. EF001665 DISPOSITION-UFRC 2

EDUCATIONAL SPECIFICATIONS FOR POLK JUNIOR COLLEGE (MASTER CAMPUS PLAN)

POLK JUNIOR COLLEGE, BARTOW, FLORIDA

PUBLISHED-JUN65

113 PAGES

DESCRIPTORS- *COLLEGE PLANNING, *EDUCATIONAL SPECIFICATIONS, *FACILITIES, *JUNIOR COLLEGES, *VOCATIONAL EDUCATION, DESIGN NEEDS, EDUCATIONAL OBJECTIVES, EDUCATIONAL PHILOSOPHY, INSTRUCTIONAL PROGRAMS, SPATIAL RELATIONSHIP

DETAILED SPECIFICATIONS FOR SUPPORTATIVE SERVICES IN INSTRUCTIONAL AND NON-INSTRUCTIONAL AREAS. INSTRUCTIONAL SERVICES ARE SPECIFIED BY FIELD IN BOTH ACADEMIC, TECHNICAL, AND SPECIALIZED AREAS. STUDENT SERVICES ARE ALSO SPECIFIED. (FO)

ERIC/CEF DOCUMENT NO. EF001694 DISPOSITION-UFRC 2

PREMISES - PLANNING STUDENT PERSONNEL FACILITIES

BY- COLLINS, CHARLES C.
AMERICAN ASSOCIATION OF JUNIOR COLLEGES, WASHINGTON, D.C.

PUBLISHED- 67

028 PAGES

DESCRIPTORS- *COLLEGE PLANNING, *COMMUNITY COLLEGES, *DESIGN NEEDS, *FACILITIES GUIDELINES, *STUDENT PERSONNEL SERVICES, CONFERENCE REPORTS, EDUCATIONAL SPECIFICATIONS, STUDENT NEEDS, STUDENT PERSONNEL PROGRAMS

A CONFERENCE SPONSORED BY THE AAJC DISCUSSED THE PROBLEMS OF PLANNING STUDENT PERSONNEL FACILITIES FOR COMMUNITY COLLEGES. AIM OF THE CONFERENCE WAS TO GIVE CONSIDERATION TO ARCHITECTURAL RELATIONSHIPS OF THE FUNCTIONS OF STUDENT PERSONNEL SERVICES. AMONG THE FOURTEEN TASKS FIRST LISTED WERE PRECOLLEGE INFORMATION, REGISTRATIONS AND RECORDS, COUNSELING, ORIENTATION, ETC. THE CONFEREES DISCUSSED THE INTERRELATIONSHIPS OF THE STUDENT PERSONNEL SERVICES TO ADMINISTRATIVE, INSTRUCTIONAL, AND COMMUNITY FUNCTIONS OF THE COMMUNITY COLLEGE. THESE RELATIONSHIPS ARE THEN CONSIDERED IN THE LIGHT OF CENTRALIZED OR DECENTRALIZED FACILITIES. GENERAL RATHER THAN SPECIFIC CONSIDERATIONS ARE USED FOR RELATING STUDENT PERSONNEL FUNCTIONS TO THE COLLEGE AND THE COMMUNITY. IN CONCLUSION THE FOURTEEN TASK AREAS REPRESENTED BY SPACE DIAGRAMS AND PERFORMANCE STATEMENTS WHICH ARE GIVEN SPATIAL RELATIONSHIP ACCORDING TO FUNCTIONAL RELATIONSHIPS. THE CONFERENCE PROVIDES SOME INTERESTING AND INNOVATIVE IMPLICATIONS FOR PLANNING STUDENT PERSONNEL FACILITIES AND PROVIDES AN INTRODUCTION TO PROBLEMS ASSOCIATED IN PLANNING AND SPECIFICATION. (BH)